



# Student Handbook

Wrexham Glyndŵr University  
Validated Degrees

BLOMSBURY  
INSTITUTE  
LONDON

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# 1. Introduction

This Student Handbook should be read alongside your Programme Handbook, which contains information specific to your chosen programme of study.

## 2. Academic Regulations

The Academic Regulations which apply to you throughout your studies are those of Wrexham Glyndŵr University. The Regulations and the University's Programme Handbook provide a central source of information that you should refer to throughout your studies at Bloomsbury Institute.

The Regulations pertinent to programmes delivered by Bloomsbury Institute, and the University's Programme Handbooks, are available at: [bil.ac.uk/student-handbooks/](http://bil.ac.uk/student-handbooks/)

# 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, such as:

- Engagement Policy
- Feedback Policy and Guidelines
- Disability Policy
- Student Complaints Policy and Procedures
- Dignity and Respect Policy
- Mental Health and Wellbeing Policy
- Student Guide to Mental Health and Wellbeing

You can find a list of key student-facing policies in **Appendix A** below.

The QEM is available at:  
[www.bil.ac.uk/qem](http://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:

- Attendance Portal: 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
- Academic Calendar: access to check your academic calendar i.e. semester dates, submission and exam periods, resubmission periods etc.
- BISG – Bloomsbury Institute Student Guild – where you can find all the latest events and information about societies
- BOLD (Bloomsbury Online Library and Databases): access to our online library and databases
- Student Self-service Portal (SSP): a vital tool for any communication with your Academic Administrator (see **Section 18.1** below)
- IT Support Knowledgebase: access to search for information on various learning technology related matters
- Canvas: access to our virtual learning environment
- Student Forms: an area where you can find all the main forms you might need
- IT and LT Services: link to information and support in these areas

The Student Services area of our website is available at:

[www.bil.ac.uk/student-portal/](http://www.bil.ac.uk/student-portal/)



# 5. Programme specification

The course that you are studying e.g. Business Management (4-Year) or LLB (2-Year) sits within a programme e.g. Business Management or Law.

| Programme | Business Management  | Law  | Accounting and Financial Management  |
|-----------|--|--|--|
| Courses   | BA (Hons) Business Management with Foundation Year: 4-Year             | LLB (Hons) Law and Legal Practice with Foundation Year: 4-Year             | BSc (Hons) Accounting and Finance with Foundation Year: 4-Year             |
|           | BA (Hons) Business Management with Foundation Year: 3-Year accelerated | LLB (Hons) Law and Legal Practice with Foundation Year: 3-Year accelerated | BSc (Hons) Accounting and Finance with Foundation Year: 3-Year accelerated |
|           | BA (Hons) Business Management: 3-Year                                  | LLB (Hons) Law and Legal Practice: 3-Year                                  | BSc (Hons) Accounting and Finance: 3-Year                                  |
|           | BA (Hons) Business Management: 2-Year accelerated                      | LLB (Hons) Law and Legal Practice: 2-Year accelerated                      | BSc (Hons) Accounting and Finance: 2-Year accelerated                      |
|           | BA (Hons) Business Management: 1-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
- The structure of the course
- Professional body requirements
- 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

Specific programme information [i.e. for Accounting and Financial Management, Business Management, and Law] can be found in the relevant Programme Handbooks.

The Programme Specification is published within the Programme area of Canvas (see **Section 16.3** below).

## 6. Modules and Award Map

A module is set at one of four levels: Levels 0 and 4-6, Level 0 being the least complex and Level 6 being the most complex. The module level is demonstrated by the learning outcomes for the module. Upon successful completion of a module, you are awarded the specified number of credits at the specified level.

Modules are taken at set levels and in designated semesters. The way in which the modules must be taken is outlined in the Award Map.

For information about the modules and Award Map for your programme, please refer to your Programme Handbook.

### 6.1 Taking modules at mixed levels

Taking modules at mixed levels is possible, but subject to the following:

- Where a student is repeating modules, a mixed programme of studies may be undertaken to achieve sufficient credits at a given level, provided that such a programme complies with the award map and that credits are studied in level order. For full regulations please see Section Two: Award Regulations 2022/23 of Wrexham Glyndŵr University.



## 7. 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
- 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
- Details of academic staff teaching on the module

## 8. Academic staff

### 8.1 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. For 2021-22, office hours will mean that the lecturer is available both face-to-face and online. 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'.

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

### 8.2 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.



# 9. 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/practise

**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 focussed 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.

**Independent study** is an important feature of higher education. For all modules you will be expected to work around 150 hours on your own.





## 9.1 Behaviour and classroom etiquette

### 9.1.1 Freedom of Speech

We will secure, protect, and promote the right to Freedom of Speech. We believe that every student and member of staff has the right to freedom of thought and speech, as the free exchange of ideas adds to the richness of intellectual debate within our institution. Respect for the principles of academic freedom and freedom of speech is embedded within our Articles of Association and our Corporate and Academic Governance Framework. Staff and students work together to support these principles within the classroom and outside of it.

### 9.1.2 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. This commitment is at the heart of our Strategic Framework, which includes the following values:

- ✓ Dare to be different.
- ✓ Make it happen.
- ✓ Don't be mean.

We value diversity within our academic community and the huge range of experience and perspective that this brings. 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:

- 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.
- Recognise and praise others for their work and ideas.
- Treat people the same regardless of their race, religion, gender, age, or country of origin.
- Be inclusive.
- Be aware of their body language, tone of voice, and demeanour and expression.

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.

### 9.1.3 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.

### 9.1.4 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
- prepare for all assessments
- undertake any practical work or group work
- 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
  - learning how to give and receive feedback on performance

### 9.1.5 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 **Section 18.1** below). The deadline for making such requests is usually the third Monday of each semester. 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.

The deadline for making such requests is usually the third Monday of each semester. 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.

### 9.1.6 Attendance monitoring

Attendance is recorded using a tap-in card system for face-to-face workshops and seminars. Students' ID cards are used to tap a reader placed inside 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.

### 9.1.7 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 for 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.

### 9.1.8 International students

If you are an international student on a Student visa, you are required by the UKVI to academically engage on your course. If you fail to engage you may be terminated from the course and have your sponsorship withdrawn. More details on academic engagement can be found in our International Sponsored Student Policy and Compliance Procedures document and Engagement Policy, which are both downloadable from our online Quality and Enhancement Manual (see Section 3 above).

### 9.1.9 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.

### 9.1.10 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.

### 9.1.11 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:

- Participation and engagement
- Equality, diversity and inclusion
- Assessment
- Academic standards
- Communication



## 10. Learning enhancement

We offer one-to-one, drop-in and group classes to support students with academic skills development and performance in lecture/seminar/workshop interactions. Engagement with Learning Enhancement can lead to advancing in the following areas:

- Academic writing
- Assessments
- English language skills
- Digital skills

Additionally, we have online materials and courses which can be accessed at any time and studied at the student's own pace. These resources cover topics such as:

- Stages of writing at university
- Critical thinking
- How to reference
- Keeping up to date on current affairs related to your discipline

## 11. 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 in **Sections 11.1 to 11.4** below.

## 11.1 Student Circus

Student Circus is a job search platform for international students that brings you filtered visa job listings, internships, and placement opportunities. With Student Circus, you can now save time in your job search by only applying to handpicked employers who hire & value international students. Want to stay & work in the UK? Student Circus filters Skilled Worker Visa opportunities for you.

Want to return home & work in a high-impact organisation? Student Circus handpicks elite employers who value your global outlook.

Bloomsbury Institute students can sign up with their University email and get unlimited access to the platform. To get started, sign-up at [bil.studentcircus.com](http://bil.studentcircus.com)

## 11.2 Enhancing academic knowledge

### 11.2.1 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.

### 11.2.2 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. Six events take place each semester, three Lunchtime Dialogues and three evening seminars. 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.

## 11.3 Skills development

### 11.3.1 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.

### 11.3.2 Peer Mentoring

A pastoral relationship between higher year students (Peer Mentors) where they support new students (mentees) to settle into university. They offer guidance, support and knowledge to equip their mentee to become more resourceful. The Peer Mentors are understanding and draw out from their own experience of what is useful for their mentee.







## 11.4 Graduate employability

### 11.4.1 Internship module

On all programmes students can elect to take the Internship module.

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.

### 11.4.2 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.

### 11.4.3 Graduate visa

Upon successful completion of your degree course, you will be eligible to apply for the Graduate visa. This is a visa

that will allow you to work or look for work in the UK for two years. 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/>

### 11.4.4 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 **Section 19.1** below).

### 11.4.5 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.

## 11.5 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.

### 11.5.1 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).

### 11.5.2 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.

### 11.5.3 Peer Assisted Learning (PAL)

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

# 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

with a strong commitment to building 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](mailto: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 a group work
- In-class test: 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.

## 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 feed-forward will reduce as you progress.

There is a specified maximum level of feed-forward on which the tutor can comment:

- Foundation Year: Assignment plan **and** 50% of assignment
- Level 4: Assignment plan **and** 20% of assignment
- Levels 5 & 6: Assignment plan **or** 20% of assignment

**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.

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.

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 semester, 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
- ✓ Appendix 1 Extensions and extenuating circumstances
- ✓ Appendix 2: Submission Checklist
- ✓ Appendix 3: Declaration of Authorship (for assignments)
- ✓ Appendix 4: Use of external editorial and proof-reading services

**Please note:** There is an Assessment FAQ document, that can be found in Appendix D 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 7 calendar days from the submission deadline without an extension being granted, your work will still be accepted and marked, but your mark will be capped at a minimum pass (40%).

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](mailto:itsupport@bil.ac.uk)] copying in your **Module Leader/Tutor**.

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;** submission of your work is your responsibility.

### 13.3.3 Word limits

All written assignments include clear guidance on the maximum amount that should be written in order to address the requirements of the assessment task (a 'word limit').

If the submission exceeds the word limit by more than 10%, the submission will only be marked up to and including the additional 10%. Anything over this will not be included in the final grade for the item of assessment.



The penalty for exceeding the word count will be 5 marks per 1,000 words excess (e.g. a 1,000 word assignment would have 5 marks deducted if it were to be between 1,101 and 2,100 words, 10 marks deducted for if it were to be between 2,101 and 3,100 words and so on).

Abstracts, citations in footnotes, reference lists, bibliographies and appendices are excluded from any word limit requirements.

In-text citations, embedded quotations, and all headings and titles are included in the word limit.

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.

Generally speaking, submissions which are substantially under the word limit will fall short of the requirements of the assignment task.

## 13.4 Extensions to assignment deadlines

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. In these cases, it is possible to request an extension to a deadline of up to 1 week. 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 1 week is not sufficient you should make a claim for extenuating circumstances (see section below).

The Wrexham Glyndŵr University general policy with respect to assignment extensions is to be supportive of students who have genuine difficulties, but not to tolerate bad planning or poor organisation, and not to encourage an 'excuse culture'.

Do not assume you will be granted an extension.

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 "Extension Request Form" which you can find under Student Form page on the website; to support your request you need to provide documented evidence. You can submit your Extension Request Form and evidence via the Student Self-service Portal (SSP) before your original submission deadline [see **Section 18.1** for information on the SSP]. A copy of the form will be held on your student file.

If you have an extension and submit work to check for similarity [during the time of your extension] our system will not allow you to submit another piece of work. You will need to contact our IT Services [[itsupport@bil.ac.uk](mailto:itsupport@bil.ac.uk)] copying in your Module Leader, to ask them to remove the work you submitted, thereby allowing you to submit your final work.

**Note:** There are no extensions for resubmission/re-sit work.

## 13.5 Extenuating circumstances

Extenuating 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.

If you are unable to sit an exam or submit an assignment, you may be able to claim extenuating circumstances, which, if accepted, would allow you to complete the assessment for the first time at a later date and receive an uncapped mark for it. Following the acceptance of your extenuating circumstances. If the EC 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). If the EC is upheld for a resubmission/resit item of assessment, you may be entitled to a further opportunity to resubmit/resit that assessment.

A claim for EC, should normally be submitted within 15 working days of the date of assessment via the online submission process on e:Vision. Evidence provided must include original copies of documents, or copies which can be proved to be authentic. Please refer to Wrexham Glyndŵr University Extenuating Circumstances Policy and Procedure. Students will need to provide additional evidence and show good reason for lateness if their claim is submitted after the 15-day deadline, or their claim is submitted by the deadline, but no appropriate evidence has been provided.

**Please note:** if you wish to withdraw from the examination because of illness you should advise an invigilator. You should seek immediate medical attention and you are required to submit a medical note together with the EC application. A medical note is the only evidence which will be considered by the Extenuating Circumstances Panel.

Bloomsbury Institute is not directly involved in the EC process. The Academic Administration team will be informed by Wrexham Glyndŵr University when students have submitted an EC application and the outcome of the latter.

**Please note:** As outlined in Wrexham Glyndŵr University's Extenuating Circumstances Procedures:

A student who submits an assessment or attends an examination is normally considered to have proclaimed themselves 'fit to sit'.

Any subsequent claim that performance in that examination or in-class test was affected by extenuating circumstances or illness will only be accepted in exceptional circumstances.

However, this will not apply if you are taken ill during the examination/in class test, and as a result do not complete the assessment.

Should you take ill during an examination/in class test, you will be required to obtain a medical note as soon as possible. The medical note should be submitted in support of a formal EC claim within 15 working days of the date of the examination/in class test.

The Wrexham Glyndŵr University's Extenuating Circumstances Procedure document can be accessed through our Quality and Enhancement Manual: [www.bil.ac.uk/qem](http://www.bil.ac.uk/qem)

## 13.6 Re-sitting/ resubmitting assessments

If you fail an item of assessment (i.e. you receive an 0% to 39% percentage grade), you will have one final opportunity to resubmit/re-sit that work.

If a student fails an item of assessment (i.e. achieves an 4%-39%), the student needs to rework their original submission. If a student receives a percentage grade between 0-2% (including any academic misconduct) or an 3% grade for an upheld extenuating circumstances claim,, then a new assignment is set (e.g. AS2r). The new assignment [re-sit assignment] will be available in the Syllabus area of Canvas.

For resit examinations and In-class test, a new exam or In-class test paper will be used. The resubmission/re-sit period will be published in the Academic Calendar and Module Study Guides.

The resubmission/re-sit opportunity will be before the start of the next academic year. Resubmission dates for assignments will be published in the in the announcement page in Canvas. Re-sit dates for examinations will be published during the academic year.

You may be allowed only one resubmission/re-sit opportunity. If you pass at the second attempt, your mark will be capped at 40%, unless you have successfully applied for extenuating circumstances.

You are strongly advised to resubmit/re-sit all failed assessments (0% to 39% percentage grade) or have upheld extenuating circumstances, and not to gamble on making up the marks in other items of assessment for the module, as there will be no further opportunities to resubmit/re-sit after the deadline for resubmission/re-sit has passed.

If you have a holding grade (i.e. 2% percentage grade), you strongly advised to resubmit/resit the assessment in the resubmission/resit period specified in the Academic Calendars. This may avoid any delays in receiving your final results.

Please be aware that no extensions can be given for resubmission work and therefore all resubmission work must be submitted by the deadline given.

**Please note:** If you get a provisional 0% percentage grade overall for a module at the first opportunity, you might not be permitted to resubmit/re-sit any failed assessments and might fail the module without a resubmit/re-sit opportunity. It is better to sit each assessment and get a percentage grade of 4% to 39% than 0% percentage grade.

## 13.7 Assessment grading

Wrexam Glyndŵr University marks in percentage marks. This is considered to deliver the most accurate and fair outcomes for students. The table below shows each percentage mark. All grades from 40% and above are pass grades.

| %       | Grading & Marking Criteria  |   |      |
|---------|---|---|------|
| 90+     | Outstanding   | Outstanding knowledge of relevant theories supported by extensive research. / Outstanding evaluation, exemplary arguments, unique and insightful. Outstanding communication of ideas.   | PASS |
| 80 - 89 | Exceptional   | Exceptional knowledge of relevant theories supported by extensive research. / Exceptional evaluation, exemplary arguments, original and insightful. Exceptional communication of ideas. |      |
| 70 - 79 | Excellent   | Excellent knowledge of relevant theories supported by wide ranging research. / Excellent evaluation, arguments show excellent planning and structure. Excellent communication of ideas. |      |
| 60 - 69 | Good  | Good knowledge of relevant theories supported by a good range of research. / Good evaluation, arguments are planned and structured. Good communication of ideas.                        |      |
| 50 - 59 | Fairly good   | Reasonable knowledge of relevant theories supported by a fair range of research. / Some evaluation, arguments show some planning and structure. Adequate communication of ideas.        |      |
| 40 - 49 | Satisfactory  | Basic knowledge of relevant theories supported by basic research. / Limited evaluation, arguments lack planning and structure. Ideas are not communicated effectively.                  |      |
| 30 - 39 | Minimal   | Minimum knowledge of relevant theories unsupported by research. / Lacks evaluation, arguments lack planning and structure. Ideas are poorly communicated.                               | FAIL |
| 4 - 29  | Unsatisfactory  | Does not meet the learning outcome and criteria to pass the assignment  |      |
| 3       | Extenuating Circumstances Approved  |   |      |
| 2       | Holding Grade for various reasons, e.g., Extenuating Circumstances applications and suspected Academic Misconduct |   |      |
| 1       | Academic Misconduct occurred  |   |      |
| 0       | Non submission  |   |      |



Each assessment (assignment and exam) that you undertake will be assessed using a common grading system: The Grade Criteria (provided in Appendix C). The Grade Criteria sets out what is expected of a student at each grade (from 100% through 0%). It helps you to know what is needed to be awarded a particular grade and helps to ensure consistent marking to grades by all academic staff.

Assessments are marked by your lecturers, and then a sample of the marked assessments are moderated (checked against the grade criteria and marking scheme) by a moderator [another member of academic staff].

For assessments at Level 5, 6 and 7<sup>1</sup>, a sample is then sent to an external examiner to ensure that appropriate standards have been adhered to. The sample will include scripts at a range of grades i.e. percentage grade 70-100% scripts and 4-39% scripts, plus a range of intermediate scripts. Providing that this procedure has been properly adhered to, it is not possible for a mark to be queried after the process has finished.

Previous external examiner reports are available to students in Part A of the QEM at: <http://www.bil.ac.uk/qem>

<sup>1</sup> In addition, the professional bodies also require the assessments for some Level 4 modules to be sent to the external examiner.





## 13.8 Passing a module

In order to pass a module, you must achieve an overall grade of at least 40% for Standard Undergraduate and Postgraduate courses, and 50% for Accelerated courses. **All items of assessments must have been attempted**, unless derogation from the regulations apply. The items of assessment for each of your modules and their weightings are published in the Module Study Guides and Assessment Briefs (see **Sections 6 and 10.1** above). The weighting of the assessment gives you an indication of its significance, for example:

- 2-hour exam (60%) and 2,000-word essay (40%)
- Portfolio (100%)

**Please note:** if you are a student on Accelerated undergraduate programme, you must achieve an average mark of 50% or more over all modules in order to be permitted to progress on the Accelerated Undergraduate Degree programme. Students who do not achieve an average mark of 50% or more will be required to continue studies on a standard undergraduate degree programme.

### 13.8.1 Calculating the overall module grade

To calculate the overall module grade, Wrexham Glyndŵr University the completes the following steps:

- the relevant weighting is applied to the percentage mark for each item of assessment
- the weighted item values for each item of assessment are added together

Taking the example of the module above with a 2-hour exam (weighted at 60%) and a 2,000-word essay (weighted at 40%), if a student passed the exam with a 40% and the essay with a 61%, the overall grade will be calculated as follows:

- Weighted Percentage:  $(40\% \times 60\%) + (61\% \times 40\%)$
- Weighted Percentage:  $24\% + 24\%$
- Weighted Percentage = **48%**.

**Please note:** You may have provisionally passed the module overall but still have an outstanding resubmission/resit opportunity for an item of assessment; this may be a referred or deferred item. In this situation, you can undertake the assessment to improve the overall module grade.

It is important to note that any results displayed are subject to confirmation and approval by the Award Board and may therefore change.

## 13.9 Students with disabilities, long-term medical conditions and specific learning difficulties

If you have a disability, long-term medical condition or Specific Learning Difficulty and require additional support, please contact our Disability and Wellbeing Team who will ensure that you are supported. The Disability and Wellbeing Team are based in the Centre for Student Engagement, Wellbeing and Success in Great Portland Street and also have an office in Cambridge House. The team can help provide the support you require. To contact the team, email: [disability@bil.ac.uk](mailto:disability@bil.ac.uk) or telephone 020 7078 8796.

Information on how we can support those with a disability, long-term medical condition or Specific Learning Difficulty can be found in our Disability Policy which is available on our Quality and Enhancement Manual at: [www.bil.ac.uk/qem](http://www.bil.ac.uk/qem)



Togetherall is a safe, online community where people support each other anonymously to improve mental health and wellbeing. Millions of people in the UK have access via their participating employer, university, college, NHS provider or local council. All armed forces personnel, veterans and their families (16+) also have free access

Joining Togetherall provides something that has always been important for good mental health and wellbeing: a community for shared experiences and mutual support. The platform promotes a sense of belonging and connection through community. We're accessible anywhere, anytime, 24/7.

## 13.10 Plagiarism and cheating

Plagiarism is passing the work of another off as your own, whether by copying from a textbook, an internet site, or another student. In the latter case, the student whose work is copied is liable to be regarded as having colluded in the plagiarism and is therefore also liable to the imposition of a penalty.

Commissioning academic work (also known as contract cheating) is a specific type of plagiarism which occurs when a student pays someone else to write their assignment for them, and then submits it as their own. A further form of plagiarism

is 'self-plagiarism'. This is when you submit the same piece of work for two or more assignments. At university, you can only submit work once, even if you are the original author! Collusion is working with someone else on an assessment task which is intended to be wholly your own work.

Plagiarism and commissioning are regarded by us, the Wrexham Glyndŵr University (and all universities), and professional bodies as a very serious matter. Instances of suspected plagiarism and commissioning will be investigated by our Academic Integrity Officers when necessary.

If you are suspected of plagiarism, collusion or commissioning academic work, you may be called to a meeting with an Academic Integrity Officer to discuss your work. Cheating or attempting to cheat in exams is also regarded as a serious matter. The student(s) will be reported, and the matter will be dealt with in accordance with the Wrexham Glyndŵr University procedures.

Submission of any work generated by Artificial Intelligence as your own will be considered as an academic integrity violation. This includes the use of Artificial Intelligence to outline, write, create, or edit my assignment. e.g., work generated by Artificial Intelligence including chatbots, language models and learning algorithms.

**Please note:** Submitting work which is not your own [and cheating in exams] can be considered as fraud<sup>2</sup> and handled in accordance with the Wrexham Glyndŵr University's Academic Integrity Procedures (which is available on the QEM). Penalties can include:

1. Formal reprimand
2. A mark of zero for the assessment with an opportunity to re-sit for a capped mark
3. Mark of zero for the assessment with no opportunity to resubmit
4. Expulsion from the University

**Please note:** the list of penalties is not exhaustive

We only admit to our courses students who we believe are capable of gaining a degree without resorting to any form of cheating; in other words, whatever challenges you feel you may face with your work, we feel you can overcome those through fair means. We have a range of support available for you.

All lecturers are happy to provide guidance on how to reference work properly. Support is also provided by **Learning Enhancement** who offer guidance, materials, group support and 1-1 support.

Online guidance is available through the e:Vision (Glyndŵr Student Portal). Additionally, there is plagiarism awareness material available through Canvas and on our Quality and Enhancement Manual at: [www.bil.ac.uk/qem/policies/](http://www.bil.ac.uk/qem/policies/).

<sup>2</sup> If a student is suspected of commissioning (e.g. paying someone to write an assignment for them), this could be classed as **fraud** under student disciplinary procedures, separate to academic misconduct procedures. If proven, the consequences could be severe, including removal from their course of study.

<sup>3</sup> [https://evision.glyndwr.ac.uk/urd/sits.urd/run/siw\\_lgn](https://evision.glyndwr.ac.uk/urd/sits.urd/run/siw_lgn)



# 14. Degree classification

The determination of the award of qualifications to candidates shall be in accordance with the following scales for classification of awards:

| Class     | Requirement  |
|-----------|--------------|
| Class I   | 70% and over |
| Class II  | 60 - 69%     |
| Class II  | 50 - 59%     |
| Class III | 40 - 49%     |

*\* Note that the term 'more than half' takes account of differential credit rating and is simply a guide*

It is only Level 5 and Level 6 modules that count towards your award classification. All of your Level 0 and Level 4 module results only count for progression purposes (i.e. to move on to the next year of study).

## 14.1 Calculating the 'mean'

Honours classification will be calculated by taking into account mark based modules only. Honours classification will be determined by calculating either:

### 1. Method A

the average marks for the 120 credits at Level 6 and the 120 credits at Level 5, and the applying the following formula:

Honours (%) = 70% of (Average (%) of all modules at Level 6 + 30% of (Average (%) of all modules at Level 5.

Or:

### 2. Method B

the average marks for the 120 credits at Level 6

Whether Method A or Method B is used will be determined by which produces the higher calculated Honours classification and that result will be the one put forward to the Award Board.

## 14.2 Certificates and transcripts

Any Record of Achievement (certificate or transcript) is only issued after course completion (full or interim award) or course withdrawal (if credits have been achieved).

Bloomsbury Institute does not issue your certificates or transcripts; this is done by the Wrexham Glyndŵr University. You need to be aware that the name that will appear on your award certificate will be the name on our student record system. Once you have been through the award procedure, the name on your certificate cannot be changed because the formal conferment record will hold the name as it appears on the records and if changed could lead to your certificate being unverifiable. Therefore, you must ensure that our student record system holds your correct and full name prior to award. Missing middle names, or abbreviated names or nicknames will appear or be missing on the certificate depending on the name you used when you enrolled.

If you would like to check the name we [and therefore GU] hold on our student record system, or if you want to inform us of a change, please contact us via the SSP. We will then notify GU of any changes. Please note that your name cannot be altered if you have already been awarded your certificate or transcript.

## 14.3 Graduation

All students who achieve an award are eligible to attend both the Wrexham Glyndŵr University's graduation ceremony and the Bloomsbury Institute's ceremony.

**Please note:** Attendance at any graduation ceremony is subject to achieving all credits and in time for them to be ratified at the Boards. If your results are not ratified in time for a particular ceremony, you may not be able to attend.

# 15. Interim exit awards

If you fail to meet the requirements for the award of an honours degree, you may be eligible for an interim or exit award. Once an interim or exit award has been made, there will be no further assessment opportunities for any element of the programme leading to that award.

| Level | Interim award                             | Credits Required                            |
|-------|---|---|
| 6     | BA (Ordinary Degree)                      | 300 [120 at Levels 4 & 5 and 60 at Level 6] |
| 5     | Diploma of Higher Education (Dip HE)      | 240 [120 at Levels 4 and 5]                 |
| 4     | Certificate of Higher Education (Cert HE) | 120 [all Level 4]                           |



# 16. Learning resources

## 16.1 Learning Spaces

373-375 Euston Road, London NW1 3AR

Most of our teaching takes place in 373-375 Euston Road with state-of-the-art teaching facilities and co-learning spaces where students can prepare for their lectures and share their ideas with one another (other Birkbeck College teaching rooms are used when needed).

**Term time opening hours** for Bloomsbury students: Monday to Friday 8:30am - 5pm (Birkbeck students and staff use the building after 5pm).

Covid-19 related information is regularly updated on our website.

## 16.2 Bloomsbury's library facilities

### 16.2.1 Birkbeck library is on the main Birkbeck campus

The librarians will answer your questions and explain how everything works.

- ✓ **Opening hours:** 9am - 11.45pm daily
- ✓ **Library live chat:** Monday to Friday 10am - 10pm; Saturday 10am - 6pm
- ✓ **You can:**
  - use the library during opening hours
  - collect a library card from the Student Guild after enrolment
  - loan up to 5 books at a time (1-week and 3-week loans - renewals possible)
  - use all the library spaces, except for the bookable areas

- use your own computer in the quiet study areas on the 1st, 2nd and 4th floors of the library building
- access Wi-Fi through the Eduroam network
- use the printing facilities by requesting a guest print account (pre-paid cards are used).

Birkbeck library website:  
[www.bbk.ac.uk/lib](http://www.bbk.ac.uk/lib)

### 16.2.2 Bloomsbury Institute's online library with electronic resources

Click on the **Library** area of the Bloomsbury website to find:

- **ProQuest's Business Premium Collection** - contains more than a 28 million resources with global coverage of business and economics information.

Read your eBooks online; download and print text; highlight text; add notes and bookmarks; save references electronically and store books on your personal bookshelf.

- **Westlaw** (UK, EU and International) which contains comprehensive, easy to use law resources.

- **ICAEW, CMI Management Direct** and **OpenTuition** with extra business, accounting and personal development materials.

- ✓ **User guides** and **'help' support** is provided on these individual resource sites.
- ✓ **Accessibility features**, including text-to-speech facilities, can be activated for all our electronic resources.
- ✓ For **one-to-one help** on how to find materials for your assignments and on how to make the most of the eBooks and journals, please contact the librarian ([madel.joubert@bil.ac.uk](mailto:madel.joubert@bil.ac.uk)).

Teams appointments available on weekdays: 9am - 8pm; Saturday: 9am - 7pm.

## 16.3 IT facilities

We have two self-study computer labs at Bedford Square available to all students. Student printing services are also available. Our IT services Team can be contacted if you require support in this area.

All students receive Wi-Fi access through the Eduroam network. Full information on this access is available in the Wi-Fi access pages in:

<https://www.bil.ac.uk/itsupport/kb/faq.php?cid=11>



## 16.4 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 (see **Section 3** above).

### 16.4.1 Accessing Canvas

Log on to Canvas through the quick link in the Student Services area' at the top right-hand side of the homepage of our website.

You will need to login using your username and password (emailed to you when you have enrolled). If this doesn't work on your device, you can also access Canvas through 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**
- Come to the Student Success Hub and speak to one of our Peer Advisors

# 17. Academic support

## 17.1 Academic staff

Academic staff publish the times they are available to students on Canvas and/or on the signature section of their emails (see **Section 8.1**).

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

## 17.2 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 equally as struggling students who want to achieve a pass level result.

Students can take advantage of the timetabled English language sessions and book one-to-one 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. Students are also encouraged to visit the Learning Enhancement Canvas page to access self-study materials designed to improve understanding and academic achievement. You can also visit a tutor during drop-in hours to ask a question or get help with assignments. Details of these group, one-to-one and drop-in sessions are published on Canvas and advertised throughout Bloomsbury Institute.

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

# 18. Professional services support

## 18.1 The Student Self-service Portal (SSP)

The Student Self-service Portal (SSP) is a vital tool for any communication with your Academic Administrator, Timetabling or Finance Team. 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
- Apply for an extension
- Notify us of any issues, for example in connection with your attendance

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

## 18.2 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](mailto: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.



## IT services and support

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

You can also contact IT Support by emailing [ITsupport@bil.ac.uk](mailto:ITsupport@bil.ac.uk).

## 18.3 Professional services staff: key contact details

| Team                                      | Email  |
|---|--|
| Student Engagement, Wellbeing and Success | <a href="mailto:sews@bil.ac.uk">sews@bil.ac.uk</a>                         |
| IT Services                               | <a href="mailto:ITsupport@bil.ac.uk">ITsupport@bil.ac.uk</a>               |
| Assessment Team                           | <a href="mailto:assessment.admin@bil.ac.uk">assessment.admin@bil.ac.uk</a> |
| Academic Administration Team              | <a href="mailto:academic.admin@bil.ac.uk">academic.admin@bil.ac.uk</a>     |



# 19. 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.

The BISG is based in the Great Portland Street (GPS) office and provides a welcoming environment to all Student Guild members and visitors. Students can also purchase official BIL merchandise at GPS including t-shirts and accessories.

**Our Campus - Bloomsbury Institute London (bil.ac.uk)**

We provide a range of services including:

- Signposting students to the advice and support they need.

- Dissemination of essential student cards e.g., Birkbeck library cards.
- Employability services including help to find part time jobs and becoming a Peer Advisor.

## 19.1 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

journey 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.

The Guild currently has the following societies and clubs for you to join:

- The Accounting Society
- The Business Society
- The Law Society
- The Equality Society

The Student Guild hosts several online social activities and events, including regular meetups or hangouts, anniversary Gala Night, cross discipline competitions, cinema outings and amusement arcades. The following societies are 'umbrella societies' for any number of clubs and are managed by The Activities Officer:

- Film Club
- Sports Society
- Recreational Society

For more details of all societies and clubs, and how you can get involved, email us at [studentguildstaff@bil.ac.uk](mailto:studentguildstaff@bil.ac.uk)

## 19.2 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: [president@bil.ac.uk](mailto:president@bil.ac.uk)

## 19.3 Student Guild Website

The Student Guild website will be posting relevant updates about society activities, student life and general inspirational content, while the Student Guild's Instagram and Facebook pages will be running several live events.

Enquire about our private Facebook group and the Student Guild app, intending to keep you up to date on the go. For more details of all societies and clubs, and how you can get involved, visit the Student Guild website ([www.bil-guild.org](http://www.bil-guild.org))

BISG offer confidential appointments face to face, via phone or video call using Microsoft Teams chat functionality please drop into our offices or email us at [studentguildstaff@bil.ac.uk](mailto:studentguildstaff@bil.ac.uk) to book an appointment. (Please note GPS is not accessible).

# 20. 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 semester to discuss matters relating to the operation of the course. Their membership includes the student representatives, Course Leader, Module Leaders, Director of the Centre for Student Engagement, Wellbeing and Success, Head of Quality and Compliance, and the Student Staff Liaison Manager.

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 4 different surveys:

1. In Week 3 or 4 of your first semester, we will conduct an Initial Course Evaluation (if you are a new student) or a Welcome Back Survey. This questionnaire will explore how the last academic year went for you in terms of the support you have received).
2. Each semester you will complete one Student Module Evaluation Questionnaire (SMEQ) for each of the two modules that you have studied in that semester.

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

**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.



# 21. 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](#).





# 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.

|   |   |
|---|---|
| <b>Academic Appeals Policy</b>                  | This is a policy which sets out the academic grounds on which you can appeal.   |
| <b>Academic Integrity and Misconduct Policy</b> | This is a policy which informs students of the expectations for and processes around academic integrity.  |
| <b>Dignity and Respect Policy</b>               | 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. |
| <b>Disability Policy</b>                        | 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 programmes.                 |
| <b>Email Acceptable Use Policy</b>              | 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.                                  |
| <b>Engagement Policy</b>                        | 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.  |
| <b>Equality, Diversity and Inclusion Policy</b> | 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.  |
| <b>Ethics Policy</b>                            | 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.  |
| <b>External Speaker Policy</b>                  | 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, harassment, intimidation, verbal abuse or violence.   |

|   |   |
|---|---|
| <b>Internet Acceptable Use Policy</b>               | 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.  |
| <b>Mental Health and Wellbeing Policy</b>           | 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.   |
| <b>Extenuating Circumstances Procedure</b>          | This is a document which sets out the conditions under which a request for a deferral of an assessment opportunity can be considered.   |
| <b>Prevent Policy</b>                               | 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.   |
| <b>Privacy Notice</b>                               | This document explains how we collect, use and share your personal data, and your rights in relation to the personal data we hold.  |
| <b>Safeguarding Policy</b>                          | 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.   |
| <b>Social Media Communications Policy</b>           | This document outlines the guidelines for using social media accounts.  |
| <b>Student Complaints Policy and Procedures</b>     | 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.   |
| <b>Student Disciplinary Policy and Procedures</b>   | This document sets out the penalties and remedies to be applied for unacceptable behaviour.   |
| <b>Student Guide to Health and Safety</b>           | 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. |
| <b>Student Guide to Mental Health and Wellbeing</b> | 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.   |

|   |  |
|---|--|
| <b>Student Learning Support Agreement</b>         | This provides a summary of agreed needs for students with a disability, long-term medical health condition or Specific Learning Difficulty.  |
| <b>Student Representatives Guide</b>              | 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. |
| <b>Support for Pregnant Students</b>              | This document provides details of the support we can provide to pregnant students and their partners.  |
| <b>Terms and Conditions</b>                       | 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.   |
| <b>Withdrawal Study Break and Deferral Policy</b> | The document explains the processes and deadlines, including any consequences, with regards to a course withdrawal, study break or deferral.   |







## 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 card but was present in a face-to-face class. Can you update my attendance?

If you forget your student ID card, 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 card in the morning but had classes all day. Can you update my attendance?

Please note that you should tap your card 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 card to record their attendance?

You should always use your own card 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[1]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 Policy and Compliance Procedures document and Engagement 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[1] 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 Policy and Compliance Procedures document and Engagement Policy found within the QEM.

**12. I am an international student on a Student visa. What evidence can I submit on Self[1]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 organization 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](mailto: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.



# Appendix C: Grade & Marking criteria



| %       |  | Grade & Marking Criteria  |      |
|---------|--|---|------|
| 90+     | Outstanding  | Outstanding knowledge of relevant theories supported by extensive research. / Outstanding evaluation, exemplary arguments, unique and insightful. Outstanding communication of ideas.   | PASS |
| 80 - 89 | Exceptional  | Exceptional knowledge of relevant theories supported by extensive research. / Exceptional evaluation, exemplary arguments, original and insightful. Exceptional communication of ideas. |      |
| 70 - 79 | Excellent  | Excellent knowledge of relevant theories supported by wide ranging research. / Excellent evaluation, arguments show excellent planning and structure. Excellent communication of ideas. |      |
| 60 - 69 | Good   | Good knowledge of relevant theories supported by a good range of research. / Good evaluation, arguments are planned and structured. Good communication of ideas.                        |      |
| 50 - 59 | Fairly good  | Reasonable knowledge of relevant theories supported by a fair range of research. / Some evaluation, arguments show some planning and structure. Adequate communication of ideas.        |      |
| 40 - 49 | Satisfactory   | Basic knowledge of relevant theories supported by basic research. / Limited evaluation, arguments lack planning and structure. Ideas are not communicated effectively.                  |      |
| 30 - 39 | Minimal  | Minimum knowledge of relevant theories unsupported by research. / Lacks evaluation, arguments lack planning and structure. Ideas are poorly communicated.                               | FAIL |
| 4 - 29  | Unsatisfactory   | Does not meet the learning outcome and criteria to pass the assignment.   |      |
| 3       | Extenuating Circumstances Approved.  |   |      |
| 2       | Holding Grade for various reasons, e.g., Extenuating Circumstances applications and suspected Academic Misconduct. |   |      |
| 1       | Academic Misconduct occurred.  |   |      |
| 0       | Non submission.  |   |      |



# Appendix D: Assessment FAQs

## 1. How can I get detailed feedback for my final submission?

You can find detailed feedback on your final submission on Turnitin. Instructions on how to access this feedback can be found in the IT Support Knowledgebase and under 'Information' section (under 'Module Materials') in Canvas VLE for each Module. Grades and feedback are normally released within 20 working days of the submission deadline.

## 2. Can I resubmit my work for an assessment to improve my grade if I received a low pass grade e.g. 40% at the 1st opportunity?

No, you cannot resubmit a passed assessment to improve your grade.

## 3. I did not submit my first assessment and received between 0% and 3% percentage grade at the first sit opportunity; do I use the same assessment brief (AB1 or AB2) in the Syllabus area of Canvas for the resubmission opportunity?

No, you will need to use the 'Resubmission' Assessment brief (AS1r or AS2r).

## 4. Can I appeal the grade I have been awarded for my assignment?

Wrexam Glyndŵr University Academic Appeals will only be considered on the following grounds on which a review of Assessment Board decision may be brought and appeals on these grounds will only be accepted if the student has submitted their form by the appropriate deadline and also provided evidence to support their claim:

- There were procedural errors or irregularities during the recording, transcription and /or reporting of results;
- There were exceptional personal circumstances, which could have affected the student's performance adversely, which for good and reasonable cause had not been submitted in accordance with the extenuating circumstances procedure;
- There were defects or irregularities in the application of the assessment regulations or in the written instructions or advice provided in respect of those regulations which have negatively impacted on the assessment outcome.

- Except in exceptional circumstances, the University will not entertain appeals against the academic judgment of marking tutors. Grades awarded to students' work will have been through a rigorous process of marking and moderation involving at least two internal markers and the oversight of marking standards by an External Examiner, who is also a member of the Assessment Board which approves grades.
- The only grounds for an academic appeal are:
  - Irregularity in the recording, aggregation, collation or weighting of grades, i.e. that the Academic Regulations have been incorrectly applied;
  - Irregularity in the application of the Assessment Regulations;
  - Irregularity in the conduct of the assessment/examination which has had a direct and demonstrably detrimental effect on the student's performance.
- Appeals will not be accepted against the academic and/or professional judgments of examiners.



**5. What happens if I fail a module after the resit/second opportunity?**

Postgraduates have two opportunities only at assessment. For Undergraduates, if you fail a module after you have the second opportunity for assessment, the Award Board may give you the opportunity to retake the module the following academic year. Retaking the module will result in you not being able to take one of the following academic year's modules, and you will then only be able to take that module the year after i.e. there will be a domino effect that will result in you having to take a final module [or more if you fail more than one module] in an additional academic year.

**6. What 2% percentage grade means? A**

2% grade indicates that your grade has been withheld. This is usually for two reasons: an academic integrity investigation or a pending extenuating circumstances application. You will receive an email with the details after the grades are released.

**7. Can I get an extension on a resubmission, in-class test or exam?**

No, you cannot get extensions for resubmission work, in-class test, or for exams.

**8. Can I apply for Extenuating Circumstances at the resubmission/resit opportunity?**

Yes, you can apply for Extenuating Circumstances through the through the **Wrexham Glyndŵr University e-Vision portal**.

**9. Can I submit work late on a resubmission and receive a 40% capped grade?**

Yes, you can submit your work at resubmission up to 5 working days late. The grade will be capped at 40%.

**10. What is the maximum similarity allowed for an assignment to not be plagiarised?**

There is no 'maximum similarity' allowed. A piece of work with, for example, 12% similarity may include plagiarism/poor scholarship, whereas a piece of work, for example, with 22% may not. It just depends where the similarity is: a lengthy reference list might produce around 15% similarity, but this is fine. For information on how to read Turnitin similarity reports, check the IT Support Knowledgebase

**11. What do I do if I am having trouble submitting my work through Canvas?**

You email your Module Tutor/Leader and IT Services attaching the work that you are struggling to submit. They will get in touch with you to help you submit the work you sent them; you will not be able to submit any other work and we will not submit your work for you. Full information on this can be found in Section 10.3.2 of your Student Handbook.

**12. I have been granted an extension for my assignment and I have submitted my work to check for similarity and now I want to submit my final work, but I cannot. What is the problem?**

If you have an extension and submit work to check for similarity [during the time of your extension] our system will not allow you to submit another piece of work. You will need to contact our IT Services Team [learntech@bil.ac.uk], copying in your Module Leader, to ask them to remove the work you submitted, thereby allowing you to submit your final work.

**13. When and how will I learn about progression [moving] to the next level of study?**

Your progression depends upon your achievement, to be recognised by the Status and Award Boards at the GU. Once we receive confirmation from the Board, you will be invited to re-enrol for the next year. Award and Status Boards are scattered throughout the year depending upon the assessment periods.

**Please note:** Outstanding Extenuating Circumstances applications or suspected Academic Misconduct cases could cause delays to your invitation of re-enrolment.







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