



Institutional Submission for the Teaching Excellence Framework 2023

1. Provider context

BIMM University Ltd (BIMM University) is a leading specialist institution. It prepares students for a sustainable career in the creative industries, with students studying popular music, performing arts, and filmmaking courses that are vocational in design. BIMM University is a medium-sized Higher Education provider with c.9,000 students.

BIMM University's purpose and vision are to:

- *Inspire the next generation of industry professionals through the creation of inclusive and creative learning environments that remove barriers and create opportunities for equal participation in the creative industries.*
- *Provide the highest standard of industry-led education, built on a foundation of collaboration, inclusivity and an entrepreneurial spirit, preparing our students for a sustainable career within the creative industries.*

BIMM University has provided high-quality creative industry education and training for over 40 years and became the first specialist provider of popular music education to be granted Taught Degree Awarding Powers by the Privy Council in March 2019. It is registered with the Office for Students in the 'Approved' (fee cap) category, holds a UKVI Student Sponsor Licence, and was awarded University Title on the 24th of June 2022. The University is multi-campus in structure, with fourteen constituent colleges in 'creative capitals' across England, Ireland, and Germany. These creative capitals are London, Brighton, Manchester, Bristol, Birmingham, Dublin, and Berlin, and all have a rich cultural heritage and a thriving currency in popular music, performing arts, and/or film. Each college offers a single subject specialism and has established its distinctive ethos and character, drawing on the local and regional culture to differentiate the delivery of the central curriculum. Students can transfer between city locations, enabling a varied and engaging cultural experience as part of their course of study. The University is organised around three core subject areas with associated branding: Music (BIMM Institute), Performing Arts (Performers College and the Institute for Contemporary Theatre) and Film (Screen and Film School).

The geographical locations of BIMM University's colleges create a network across three countries that enable significant engagement with and influence on the creative industries at local, regional, national, and international levels, evidenced by the diversity of industry partnerships that have been developed. The diversification away from London and the South East is in keeping with current trends in the creative industries and has been welcomed by the University's industry partners. We have been investing significantly in the cultural centres of Birmingham and Manchester. Between 2013 and 2022, the University's governing body approved £30.6m of investment to establish new colleges and expand and enhance the facilities in existing ones. This investment has recently supported the roll-out of the new portfolio of courses delivered under the University's Degree Awarding Powers. BIMM University is also seeking to increase its support for the creative industry's pipeline in these regions to contribute to the 'Levelling Up' agenda, promoting social mobility by enabling students from more deprived backgrounds to study creative arts outside of London and the South East.

Moreover, BIMM University has developed a reputation for producing highly qualified, employable, and creatively ambitious alumni with the technical and creative skills required to succeed in their chosen careers. As an innovative and forward-looking provider, the University's curriculum focuses on developing and nurturing creative skills and the artistic integrity that contribute to the development of creative art forms. The University is also committed to widening access to and participation in creative industries education and actively seeks to identify potential and nurture talent in students who may not have had the opportunity or appetite to undertake traditional courses of study. As a result, BIMM University alumni are active at all levels of the creative industries, including a significant number who have achieved national and international acclaim as artists, for example, George Ezra, James Bay, Ella Mai, Tom Odell, The Kooks and Marina Diamandis, who have between them sold over 11 million albums globally.

The University is a multidisciplinary community of staff and students, characterised by a culture of creativity, innovation and collegiality. Our new holistic Higher Education Strategy, published in May 2022, sets out our pedagogical values as an established, dynamic specialist provider delivering courses for creative arts practitioners. At our core is a solid commitment to enhancing teaching and learning and further developing our capacity in terms of research and enterprise. We believe that all students should be enabled to achieve success through a practical and transformational curriculum, outstanding learning and teaching and an institutional culture that values our educators and produces graduates who are:

- Employable and entrepreneurial.
- Resilient and adaptable.
- Creative, collaborative and connected.
- Globally aware and socially responsible.
- Intellectually curious and self-aware.

Our Higher Education Strategy outlines our values and how we define excellence in our approach to our student's education:

- Our students are supported and enabled to succeed.
- We provide an effective and transformational curriculum.
- We provide outstanding learning & teaching.
- We value our educators.
- We produce exceptional graduates.

However, we are also aware that we face significant challenges in addressing historically low retention rates and some critical areas of the student experience. Therefore, our Higher Education strategy also sets out seven priorities to enhance the educational experience we provide over the next five years. These priorities are to:

- Improve access and participation for underrepresented groups.
- Improve progression and retention rates.
- Promote equity, diversity, and inclusion.
- Further enhance learning, teaching, and assessment.
- Continue to develop our educators and reward excellence in learning and teaching.
- Enhance levels of support and guidance to students and use real-time data to identify and intervene when students are at risk.
- Look for new opportunities to strengthen our collaborations with industry and the education sector to ensure we are leaders in shaping the future of the creative and performing arts.

To deliver our strategy, we have used the Theory of Change methodology (an explicit process of thinking through and documenting how a programme or intervention is supposed to work, why it will work, whom it will benefit [and in what way] and the conditions required for success) to manage a process of cultural and institutional change based on identifying issues and our assumptions about them, designing interventions with clear aims and outcomes and being specific on how we will measure and evaluate impact and success.

2. Student experience

Students are supported and enabled to succeed

BIMM University is committed to providing a relevant industry focussed education to students from every background and to supporting our students to achieve their potential through providing fair access, excellent teaching, and an equitable and inclusive educational environment that enables their success. The collaborative learning community we aim to create is one which students view as profoundly personal, supportive, relaxed, richly challenging and engaging (see our student submission). This communal environment is, of course, highly dependent on engaged students. Still, we cultivate that engagement deliberately through in-depth induction that models and prepares students for our approach to learning and teaching. Here and in teaching sessions generally, we co-construct a learning contract, draw from students' personal experiences and use a range of discussion formats to encourage honest and open reflection from which to engage with new knowledge.

As a university whose mission is focused on transforming the creative industries, we are constantly looking for innovative ways to engage with our student communities and connect their learning with their broader student experience. For example, our marketing department designed a photo campaign called 'Music Made Us'. The campaign saw disposable film cameras posted to our students with a brief to show us their life as music lovers and students in their respective cities. They returned the cameras, and we developed the film to create a carousel for our Instagram channels. This campaign provided an authentic view of student life in our cities. This project was awarded the Best Use of User-Generated Content at Think Student Live, which is judged solely by a panel of current students. The judging panel noted that:

The students were really impressed by the authentic, student-led approach to this campaign, using music as a universal language to connect with all their students, no matter what their background. (2021).

Fair access

BIMM University is committed to constantly evolving ways to support our student's learning and career aspirations and to ensure they achieve their creative potential. To do this, we are maturing our understanding of the needs of diverse student groups. This understanding is helping to reshape and redefine how we measure teaching and learning excellence. We recognise this requires consistent strategic action, and we see early signs of improvement in data indicating student success across a range of demographics. We understand that both the academic delivery of learning and teaching and the provision to support the educational experience through a range of student services are integral to improving students' potential for success, as articulated in our Higher Education Strategy (p.3).

To support this work, we have committed to engaging with experts to help us understand how to ensure success for all our students. We have been a member of the Specialist Evidence, Evaluation and Research Collaborative (SEER) since March 2022. SEER deliver regulatory and institutional outcomes in access and participation for small and specialist providers. They assist with building capacity in data, monitoring and evidence, and evaluation and research. We have been actively working on an evaluation strategy of interventions undertaken as part of our Access and Participation Plan (2020-25), including appraising the effectiveness of the University's Fair Access Fund and the impact of our 2022 Summer Schools. In addition, we are developing outreach and data strategies with support from SEER. These strategies will also inform interventions to improve student success as we enhance the student experience. Our approach incorporates the four new priorities set out by the Director for Fair Access and Participation in February 2022 and builds upon objectives already embedded within the Access and Participation Plan and our revised Higher Education Strategy. Broadly these follow two themes:

1. Expanding meaningful and impactful engagement with schools and other local and national organisations: we have reviewed our Schools Engagement Team and local college teams to develop activities with schools to support raising attainment. In addition, we have committed to building on our current work, consulting and collaborating with schools to determine needs and best practices via individual relationships and being part of local educational hubs and teacher networks (Access and Participation Plan, p.13).
2. Improve progression and success outcomes for students from underrepresented demographics: we are developing the connection between our higher education provision and the expectations of fair access by ensuring that access and participation objectives are embedded across the curriculum. We are also exploring ways to develop our personal tutor scheme and service-level agreements for our students to support their academic and personal well-being. By reviewing policies and procedures, we continue to improve our reporting. Furthermore, we are making significant investments in new data systems that will help identify trends and gaps more accurately and target areas for intervention. These measures will support better outcomes for our students from underrepresented groups by appropriately tracking and measuring the impact of interventions (Access and Participation Plan, p.14).

Internal tracking data is showing initial signs of incremental improvements against some targets, which will be reported in our annual access return to the OfS. However, more work is planned to ensure a systematic embedding of the structural changes required for long-lasting and meaningful improvements to fair access and student success (see below for our commentary on continuation and completion data for different demographics of students).

Outstanding learning & teaching

Our Higher Education strategy states that:

We will ensure that learning, teaching and assessment are enhanced through reflection and drawing on best practices and current research. We will engage students as active participants in their education and creative practice. Assessment will be fair, relevant, authentic, collaborative, diverse, inclusive and accessible. We recognise that knowledge, understanding and learning are socially constructed in learning communities where staff and students become co-creators of understanding and co-producers of learning. (p.2)

To ensure we achieve these aims, we have in place several quality assurance processes that relate directly to the facilitation of student learning and the delivery and enhancement of teaching. Our Higher Education Learning, Teaching and Enhancement Committee (HELTEC) is a sub-committee of our Academic Board. HELTEC oversees delivery against our Higher Education Strategy, and a central Learning and Teaching Team provides support to the committee in overseeing key workstreams, including; the approval and modification of courses and modules; the monitoring and professional development of teaching staff; the enhancement of the quality of our student's academic experience and the learning resources that support our student's Higher Education studies.

The work undertaken at HELTEC is complemented by its sister committee, the Quality Assurance and Compliance Committee (QACC). QACC oversees our processes for quality assurance of the student experience, including monitoring the NSS and our Module Evaluation Surveys (MES) and the continuous monitoring of courses through our Course Review and Enhancement (CRE) scheme. In 2020-21, MESs were undertaken for every module. Overall, 83% of students responding at the institutional level were satisfied with their experience of the modules they had taken. Most of our courses of study (undergraduate and postgraduate) had an average satisfaction rate of 80%. Moreover, the MES results measured satisfaction with the teaching students experienced at 97% overall. In 2021-22 MES results indicated a drop in overall satisfaction of 1.8% to a rate of 81.2%, which is also reflected in our NSS results, as discussed below. However, satisfaction with teaching and our teaching staff remained high, at 95.43%, and this is also borne out by the student submission, which finds that 70% of the student's responding to the 2022 TEF Student Survey rated their teaching as four stars (out of five). However, satisfaction with the curriculum's content and challenge/stimulation in the MES elicited lower scores across both years, although these lower scores were also inconsistent between colleges delivering the same core curriculum. Hence, it is likely that lower scores in these colleges indicate either dissatisfaction with the content delivered (as staff at each college have some autonomy over this aspect) or the style of delivery rather than the intrinsic design of the courses. Another critical quality indicator is the oversight provided by the University's External Examiners, who monitor our provision across the University. Our most recent summary of external examiner reports (22 in total) indicates they are satisfied with the standards set, the achievement of our students and their assessment and that marking, moderation and feedback processes are fair and effective (External Examiner Reports 2021-22).

Equity, diversity, and inclusion

HELTEC has convened an Equity, Diversity and Inclusion Learning and Teaching Working Group. The working group includes members of HELTEC, including the Dean of Learning, Teaching and Research, the University's Head of Access and Participation, academic and support staff, BIMM University Student Society diversity officers, and student representatives. The working group was initially established in 2021, and its terms of reference are:

- To identify and share best practice in EDI in terms of learning, teaching, and assessment.
- To disseminate and provide guidance and support to teaching teams on EDI policy and strategy defined by the University's Equity, Diversity and Inclusion Committee (EDIC) as it relates to learning, teaching, and assessment.
- To recommend to HELTEC any EDI-related enhancements to policy, regulation, the assessment of teaching quality and the development and training of academic staff.

This group has met regularly since its establishment and, in 2022, established three sub-groups (A, B and C), each of which oversees objectives outlined in our Access and Participation Plan (2020-25) to close the continuation and awarding gaps between diverse student demographics and to

ensure that students feel they belong within the university regardless of background. The first sub-group (A) is tasked with identifying and mapping all EDI-related roles, committees, and groups across the University, building links with these and identifying and sharing good practices. The second (B) is tasked with reviewing our module-level EDI Health checks, sharing external links and events with an EDI focus, and liaising with colleagues on the central University EDI committee on curriculum matters. The third sub-group (C) is tasked with capturing the student voice from colleges that comprise the University and exploring ways of supporting the decolonisation of the curriculum. The work of the EDI working group has been described as exciting and inspiring by its chair, Triona Cummings, who celebrates the passion and commitment evident among staff and students to 'driving these broad-reaching and essential principals of not only our learning and teaching delivery but the wider reaching staff and student experience in our BIMM University community.' Further work will be undertaken during this academic year on how the group begins to raise its profile across the University and creates additional communication channels between staff and students.

One challenge facing specialist universities and the creative industries is the need to increase diversity and support self-employment. To do this, we recognise the need to enable our students to transition into the creative industries. Still, we also recognise many social and cultural barriers placed in their way. To actively overcome such obstacles, the University created the Greenhouse Enterprise Programme, launched in June 2021. To date, 31 students have completed the programme (16 in 2021 and 15 in 2022). This programme provides training, coaching, and funding for entrepreneurial projects designed by students from under-represented groups. These include Black, Asian and other communities forming the global majority, students from lower-income backgrounds with low participation in higher education, students with disabilities, care-leavers, and mature students. Students selected for the Greenhouse Enterprise Programme will participate in the Creative Business Essentials course, written and provided by Remi Harris, MBE, an award-winning trainer and business advisor to the creative industries and critical contributor to the University's curriculum design. The course covers all the essential elements new entrepreneurs need to know, from registering a business and building awareness to contracts, bank accounts, taxes, collaborations, and business ethics and values.

It was exciting to see the variety of businesses already started by the students. Several were already building their client list and had a significant turnover or exciting potential to grow. The Greenhouse Enterprise Program offers a pathway through training, advice, and funding to set students and graduates off to a good start at self-employment.

After the Greenhouse Programme entrepreneurs complete the course, they join Creative United for exclusive one-to-one coaching sessions. Creative United has an extensive network of business coaches with experience supporting new entrants to the creative industries. Creative United's coaches help our students implement what they have learned, creating a plan for their business and getting it to market. In addition, all entrepreneurs who complete the Greenhouse Enterprise Programme receive funding from BIMM University, allocated by a panel of industry experts. The experts are convened by Creative United and drawn from the world of funding and investment for the creative industries sector.

Furthermore, continuing our commitment to our role in diversifying the creative industries, BIMM University negotiated a partnership with Spotify in 2021 to further promote diversity, inclusion and employability. The BIMM Institute and Spotify Educational Partnership offer a group-wide package across all eight of the University's music colleges, including fully funded degree scholarships, Spotify

Masterclass events, mentoring opportunities and educational resources created by Spotify, shared directly with students as part of their studies.

We've had the pleasure of working with BIMM Institute for many years, from hosting Masterclasses to advising on modules within their curriculum; it's been a great relationship that has developed over the years. This new BIMM Institute x Spotify Educational Partnership is a positive next step and a fantastic way in which we can help bring through the next generation of creators and industry execs.

, Spotify ().

Continuation and completion

The BIMM University Audit Committee, which manages organisational risk, has identified continuation and completion rates as an area for ongoing monitoring to ensure our students benefit from their studies. To improve continuation and completion, we identified several themes for review and enhancement, including:

1. Assessment load.
2. Assessment type and quality.
3. Learning outcomes review.
4. Schemes of Work and Canvas VLE quality assurance.
5. Review of the Curriculum Spine.
6. Academic and regulatory framework review.

Following this initial outline, a project has been constructed to govern the activity associated with the identified themes. This project is now known as the BIMM Higher Education Academic Review (BHEAR). It is overseen by the HELTEC reporting to the University's Academic Board. This project aims to improve continuation and completion rates across BIMM University so they meet OfS numerical thresholds for student outcomes and exceed benchmarking with similar institutions. We have set the following targets:

- Continuation rates of 85% or above.
- Completion rates of 75% or above.
- Attendance rates of 65% or above.
- Assessment submission rates of 80% or above.

We intend to achieve our goals through the following six objectives:

1. Establish routine academic data reporting with clear, accurate and accessible academic data analysis.
2. Provide a student-focused regulatory ecology that supports them to succeed.
3. Develop an academic framework that promotes a learning culture which enables students to present their best work.
4. Create an assessment culture that values risk-taking, creativity, and real-world authenticity through appropriate assessment loads, design and implementation.
5. Review and revise Curriculum Spine modules, so they provide a targeted platform to prepare for successful graduate employment in the creative industries.
6. Ensure new and existing curricula support diverse student demographics and success is understood in its diverse manifestations.

The OfS B3 Student Outcomes Data Dashboard indicates that we meet the continuation and completion thresholds, as shown in figure one below.

Outcomes:	Indicator Value:	Numerical Threshold:	Difference from threshold
Continuation	84.7%	80%	+4.7%
Completion	80.9%	75%	+5.9%
Progression	63.1%	60%	+3.1%

Fig. 1. Continuation, completion and progression.

However, a more nuanced picture emerges in figure two below when considering the splits.

Outcome	Split Indicator	Numerical Indicator (numbers affected)
Continuation (Indicator Threshold 80%)	Age on entry - 31 years and over	79.5% (30 of 7,840)
	Eligible for free school meals	78.7% (680 of 7,840)
Completion (Indicator Threshold 75%)	First degree with integrated foundation year	70.8% (310 of 5,840)
	Business and management	73.9% (220 of 5,840)
	Ethnicity / black	71.3% (140 of 5,840)
	ABCs quintile 1	74.0% (1,150 of 5,840)
	Eligible for free school meals	73.4% (430 of 5,840)
Progression (Indicator threshold 60%)	First degree with integrated foundation year	58.3% (60 of 1,620)
	Business and management	57.4% (90 of 1,620)
	Disability reported	57.7% (430 of 1,620)
	Female	58.9% (570 of 1,620)
	Eligible for free school meals	53.7% (120 of 1,620)

Fig. 2. Split indicators.

This data indicates that we have some work to do to support these particular groups and that our enhancement work should consider this data when designing interventions. If we compare this data with the TEF Data Dashboard, we can see the same trends in relation to students who were eligible for free school meals, students over the age of 31, and IMD Q1 and Q2. It is also evident that we have challenges with continuation, completion and progression for our disabled students and continuation and completion for our non-UK students. At the subject level, we also have concerns regarding business and management students' continuation, completion and progression. This data further informs our work on continuation and completion rates, as detailed above. Addressing these gaps across the three key metrics continues to be a priority for BIMM University.

Student engagement and achievement

Our attendance and assessment data indicate that attendance in the first five weeks of a course or module is a significant indicator of student success overall. Missing these critical weeks of a module often leads to disengagement from studies and, subsequently, academic failure and/or withdrawal. Moreover, our data show that in 2021-22 just five per cent of our students failed following the submission of an assessment. Furthermore, data from our music subject area indicates that student attendance and engagement early on in a course are significant factors in student success. For example, students with high-level engagement from week one have an 84% assessment pass rate compared to a 74% assessment pass rate if they engage from week two, 70% from week three, 68% from week four and those with no engagement for the first five weeks have a 37% assessment pass rate and a 53% non-submission for assessment rate (Report to HELTEC, 2022). From our analysis, we have concluded that students do better if they attend in the first few weeks. However, if students join courses late, we recognise the need to provide them additional targeted academic support. Finally, we have clear indications that our current open-access tutorial system is not supporting the students most at risk of academic failure; therefore, a more targeted and effective approach is needed. To make successful interventions to help students to re-engage with their course early on, we need to identify where and when students are beginning to disengage. Assuring the continued academic success of our students is the purpose of the Student Engagement and Achievement Tracker (SEAT). The SEAT is a centralised tool overseen by the Quality Assurance Team that reports at key census points on student attendance as a critical proxy for engagement. Reports are generated fortnightly from week two of each Semester until week twelve. The data in these reports will identify all students whose timetabled attendance for each census period has fallen below a threshold of 65%. College academic teams must then take appropriate action and report the results of their interventions. In addition, data from the SEAT will be reported to the BIMM University Board detailing the number of students at risk of disengagement or academic failure by college, course, and level.

The Curriculum Spine

The Curriculum Spine has been designed to provide a consistent, connected, scaffolded undergraduate learning experience for all BIMM University students, fostering a creative learning community that embodies the University's ethos as articulated in our graduate attributes. The programme supports students through integrated personal, academic and professional skills development, underpinned by creating a Personal and Professional Development Portfolio (PPDP). The spine puts the student and the creative industries at the heart of the curriculum, taking a holistic approach to learning and development. This approach to student learning and development is drawn from BIMM University's Purpose and Vision statements and its Higher Education Strategy, aiming to provide students with the best possible opportunities to achieve a fulfilling career in the creative industries.

The Curriculum Spine recognises that each student's starting point and journey will be different, allowing them to travel at a suitable pace, and ensuring they are supported and challenged by an ongoing programme of personal academic and professional development. As a result, students can accelerate quickly, making the most of the resources and connections around them, they can switch direction if things change or if they develop a new interest, and they can be supported to take riskier routes, experimenting to see how they can grow and learn about themselves in the safety of a supportive learning community. No matter where they end up on the path at the end of the three-year journey, as a minimum threshold, each student will be able to articulate their unique industry

skillset and discuss how they have developed the self-awareness, knowledge, resilience, confidence and determination to help them make the next steps in their career after BIMM University. At FHEQ Levels 4 and 5, the Curriculum Spine modules serve as an extended induction/re-induction programme, providing opportunities for students to extend their social circles/creative community, engage with appropriate resources and practise the skills required for success at each level of study. The Curriculum Spine also seeks to embed proactive approaches for addressing institutional and sector-wide challenges of retention, progression and transitional support and to promote connectivity and collaboration amongst academics, careers staff and student support teams to deliver an enhanced student experience. The Curriculum Spine has been in place for two years. We are now reviewing and renewing its modules based on student and staff feedback over the first cycle of delivery. Initial feedback indicates that we have developed many good practices in blended delivery and integrating subject-relevant content during the initial delivery that can be built upon. Our most significant challenge is maintaining a consistent approach to academic and employability skills development whilst ensuring the unique context of each subject area is acknowledged.

A digital hybrid campus

Development of our student's digital literacy is a continued focus of BIMM University, especially considering that the creative industries continue to shape and be shaped by the development of digital technology and hybrid ways of working. Across the Higher Education sector, educators face challenges in adopting digital technologies in a way that results in true innovation in learning and teaching and supports the development of their students. To meet this challenge, we have researched, consulted and approved a Hybrid Campus Framework that promotes the utility of digital learning realised through a five-year subject-specific action plan. Moreover, the COVID-19 pandemic saw our lecturers and students pivot to online learning exclusively. This rapid switch increased awareness of the potential application of digital tools and the challenges of making them work effectively. The Hybrid Campus Framework will ensure that BIMM University embraces the benefits of technology-enhanced approaches to learning whilst developing staff competence and capacity to improve the student experience and student outcomes.

Effective and transformational curriculum design

During the COVID-19 Pandemic, we collaborated with Advance HE to deliver their Professional Development Course for External Examiners. This project helped inspire the development of a new University Assessment Rubric and prompted the use of assessment calibration across the University. Our new rubric draws on the use of assessment fields as described by . His approach involves a 'conceptual shift' away from a sole reliance on learning outcomes, which by their nature as statements of threshold attainment are less effective as tools for grading the full range of student achievement. The rubric utilises six assessment fields at each level benchmarked against the FHEQ and broadly defined as:

- Investigation/contextualisation.
- Knowledge/ideas.
- Development/process.
- Communication/articulation.
- Production/realisation.
- Technical/technique.

We adopted a cautious approach to the roll-out of the new rubric by level, and following the implementation at FHEQ Level 4, we surveyed staff on its effectiveness. Staff feedback was overwhelmingly positive, and HELTEC approved rolling out the new rubric to FHEQ Levels 5 and 7

this year, and we plan to implement the rubric at FHEQ Level 6 next year. In addition, Our External Examiners have endorsed the new rubric in their 2021-22 annual reports.

Marks consistently reflect the quality of the work submitted by the students. Feedback is consistently related to the specifics of the student submissions, which evidences that staff are really paying attention!.. Nice use of the Canvas rubric function to lay out the feedback against Learning Outcomes. Students get a lot of feedback here, both general and specific. Very good practice.

External Examiner, BA Music Production (2022).

The marking and feedback is very good. It is fair, constructive and contains detailed feedforward. The learning outcomes are usefully mapped to the feedback comments in all colleges, which is great to see.

External Examiner, BMuS Popular Music Performance (2022).

It is early days for the new rubric, but the feedback from staff and externals indicates that it is operating well in meeting its intended aim of enhancing the assessment process.

There is broad agreement that setting standards within marking teams is most effective when opportunities are provided to construct standards socially through pre-marking calibration within-subject disciplines (as described by Sadler). The Advance HE Degree Standards Project looks at ways this can be facilitated within subjects at a national level. At BIMM University, we have begun introducing opportunities to calibrate across marking teams at the module level and the existing cross-college moderation process. This process has been used successfully in the BIMM University Postgraduate School for several years. It has more recently been introduced across the Curriculum Spine modules to ensure consistency in the setting and applying academic standards to student work across colleges. Calibration has been broadly welcomed by faculty, and we must look at how we can embed it permanently within the marking process.

Following our acquisition of Degree Awarding Powers (DAPs), we decided to approve an entirely new portfolio of undergraduate courses and modules. On reflection, we may have been more cautious and looked to make this change over an extended period. The result has been that course teams have found issues through delivery that might have been picked up in the design stage of a longer development process. This situation has resulted in many modifications as we teach each new level. To address this issue, the BIMM Higher Education Academic Review (BHEAR) includes projects to audit the constructive alignment of modules and their assessment design. The assessment design audit has drawn on principles established by Advance HE in its 'A marked improvement' publication (2012). Our audit aims to ensure authentic assessment for learning in the context of professional practice that provides a valid and reliable measure of student attainment whilst also gauging the constructive alignment of our new courses. This work has begun and will cover FHEQ Level 4 initially, with results due in January 2023. Early indicators are that there is an overreliance on text-based assessment across a number of our practice-based courses in music, in particular. We are confident that a systematic approach to reviewing assessments alongside changes already made to reduce the overall assessment load in every undergraduate module will significantly affect our student's learning and assessment experience and, consequently, their academic achievement.

Our progress in improving student satisfaction rates and the impact of COVID-19

Although our latest internal survey data shows good levels of student satisfaction, our NSS data indicates some significant longer-term trends, which we believe are directly linked to the impact of the COVID-19 pandemic. The table below summarises this data by NSS questions across the UK college campuses eligible to participate in the survey.

NSS question	2018	2019	2020	Diff:	2021	2022	Diff:
Teaching on My Course	72.1	74.2	76.1	+4.0	74.4	71.2	-4.8
Learning Opportunities	73.9	75.3	77.2	+3.3	74.2	69.7	-7.5
Assessment & Feedback	62.4	69.0	73.3	+10.9	69.3	65.6	-7.7
Academic Support	74.3	76.7	81.0	+6.7	75.3	70.2	-10.8
Org. & Management	59.1	62.9	68.2	+9.1	61.7	56.1	-12.1
Learning Resources	62.2	63.3	68.2	+6.0	60.2	60.4	-7.8
Learning Community	61.5	61.9	66.7	+5.2	58.1	61.2	-5.5
Student Voice	62.6	67.1	71.0	+8.4	65.4	58.8	-12.2
Students Union	45.7	60.4	56.1	+10.4	48.8	42.6	-13.5
Overall Satisfaction	64.3	67.0	71.2	+6.9	64.0	58.9	-12.3

Fig. 3. BIMM University NSS data 2018-2022.

The data in this table indicates a significant improvement in overall student satisfaction scores of 6.9 percentage points between 2018 and 2020, with the most considerable improvement in assessment and feedback (+10.9), following a concerted effort to improve this score through a strategy designed to improve assessment literacy for both students and staff, and satisfaction with the students' union (+10.4), linked to the establishment of the University's first college-based Student Societies (we do not have a student union). There were also considerable improvements in scores for organisation and management (+9.1), student voice (+8.4), academic support (+6.7) and resources (+6.0).

In stark contrast, student satisfaction declined markedly during the COVID-19 pandemic, with organisation and management (-12.1), academic support (-10.8) and learning resources (-7.8) seeing the sharpest declines in satisfaction. Notably, teaching, learning, resources, assessment, and feedback saw less steep decreases in satisfaction rates. This difference in the relative level of satisfaction is likely because this is where we focussed the most effort and resources as we pivoted to online learning during the lockdown. As a practice-based specialist provider that offers subjects that are practical and collaborative by their very nature, this institutional data trend was not unexpected. Moreover, we made considerable efforts to support students, delivering teaching and support remotely and providing significant practical resources, including free software and hardware, to every student who needed it so they could practice and perform at home. The investment totalled £2.3m in alternative delivery and resources to ensure our students had a continuity of provision in the most challenging circumstances. Our External Examiners recognised this work in their 2021-22 reports.

In what has been an unprecedented period for us all, with its required online, hybrid and assessment contingencies, the fact that the quality of the student experience, standard of work, and resulting professional opportunities has remained largely unchanged is a testimony to the dedication of staff and students alike.

External Examiner, BA Music Business (2022).

The modules are very well-resourced. BIMM did particularly well in its resilience during the pandemic, providing safe performance spaces.

External Examiner, BMuS Popular Music Performance (2022).

However, despite our best efforts, the student's experience was unquestionably affected during the lockdown, particularly those who expected to engage in highly practical and vocationally orientated courses of study. Student voice, student union and community also saw declines in satisfaction, likely to be intrinsically linked to the isolation imposed on students and staff during the COVID-19 lockdown. During the pandemic, we also learned much about delivering learning and teaching online. Consequently, the University's Digital Learning Team (DLT) have developed an online digital hub where lecturers can access support from staff experts to manage their facilitation of blended or online learning, create multimedia resources, map the learning experience and understand their obligations in terms of copyright and accessibility. The site also contains examples in the form of practice-based case studies.

Research, scholarship and enterprise

The University established a Research and Enterprise Committee in December 2015 and developed a Research and Enterprise Strategy published in 2016. In 2021 it established a Professorial Appointments Framework, including a learning and teaching route and a professional (creative) practice route. The Professorial Appointments Committee made the first awards of professorial titles in August 2021. This year we conducted a full review of our Research and Enterprise Strategy as it had come to the end of its five-year scope and repurposed the strategy to focus specifically on practice research as follows:

Research at the University primarily focuses on creative arts and industries practices. Research in this instance can be described as 'practice research' ...Practice research is a type of research where practice is the primary methodological approach conveyed in a research output, and a research narrative articulates the research inquiry that has emerged in practice. Practice research exists across and beyond the traditional boundaries of subject disciplines. However, this definition can also be refined to include 'practice-based' research, where a creative artefact is the basis of the contribution to knowledge and 'practice-led' research, where investigation primarily leads to new understandings about practice... Using the above approaches, the research practices established at the University will seek to foster a culture that interrogates and challenges established research methodologies to place creativity at the heart of excellence in exploration and enquiry.

The strategy states that defining research in the creative and performing arts is essential. Research in this context includes various approaches and strategies that lead to cognitive and embodied ways of understanding and experiencing the world involving our senses, emotions, imagination, language(s), and intellect. These ways of knowing the world can generate fresh insights and new perspectives relevant to understanding our creative practice and exploring a diverse range of social and cultural phenomena. The field of creative and performing arts research is constantly developing;

likewise, the definition of research in the creative and performing arts is continuously evolving. The strategy also defines our aims in developing postgraduate research as follows:

- Establish the University as a centre of excellence in utilising professional practice as a foundation for research.
- Ensure that teaching and learning across the curriculum is informed, enhanced and enriched by practice-based and practice-led research.
- Support staff to produce and disseminate nationally and internationally recognised research outputs, including text, practice, and artistic artefacts.
- Build research capacity through the development of postgraduate courses and development opportunities.
- Foster a diverse community of enquiry that is accessible, supportive and enabling.
- Work collaboratively with partners in the Higher Education sector of national and international standing.
- Engage collaboratively with the creative industries to undertake research that benefits those industries and society more widely at the national and international levels.
- Build the capacity to source and secure external or matching funding, and devise plans for generating earned income.

Moreover, in the summer of 2022, following the publication of the new strategy, we also reviewed our approach to ethical review and approval for both undergraduate and postgraduate research. The review considered the need for separating undergraduate and postgraduate ethical review guidelines and processes and the need to treat educational research slightly differently from research in our creative practice-based MAs. This work resulted in the provision of new ethical review documents for each type of research, published on the University's Research and Enterprise webpage. The review also recommended the development of a Postgraduate Ethics Handbook, work on which is at an advanced stage and the establishment of an open-access repository for staff and student research outputs. Initial feedback from staff indicates that the revised framework has benefited their work in supporting undergraduate and postgraduate research.

The BIMM University Postgraduate School

The Postgraduate School was launched in 2018 with the decision to approve two new Master of Arts (MA) courses as BIMM Institute awards following the successful acquisition of Degree Awarding Powers: MA Learning and Teaching in the Creative Industries and MA Popular Music Practice. Both taught MA courses began recruiting for the 2019-20 academic year and exceeded initial recruitment expectations. These courses were offered initially in London (MA-PMP) and Brighton (MA-LTCI) only for the 2019-20 academic year. However, the courses were rolled out to additional colleges as demand grew, and the MA-PMP is now offered in seven colleges across the University and the MA-LTCI in two. As a result, the Postgraduate School has grown significantly, with total enrolment for 2021-22 at 283 new and returning students and 388 enrolments across the Postgraduate School for the current academic year 2022-23. The school is led by _____ and supported by three postgraduate Course Convenors, who oversee the quality assurance and development of the courses they are responsible for. The Head of School role includes strategic leadership, oversight of academic standards, quality assurance and enhancement of existing postgraduate courses, and the development of new postgraduate courses. The head of the school also works closely with College Principals who oversee localised postgraduate course delivery. More recently, we have approved

our first distance-learning Master of Arts in Contemporary Creative Practice and a MA in Performing Arts.

Valuing our educators

BIMM University is committed to continually enhancing learning and teaching to benefit students and staff. A significant area for activity in terms of enhancement is a commitment to the Continuing Professional Development (CPD) of lecturers and those who support learning and teaching within the University. This activity is also aligned with our Higher Education Strategy and its aim:

We will recognise, develop and reward excellent educators across the Institute, at all career stages, through shaping our structures, policies and resources to achieve this. In addition, we will create an environment that fosters evidence-based innovation in educational practice, thus building both individual's and the universities reputation for educational leadership.

Our Academic Staff Development plan sets out four strategic objectives:

- To ensure the induction of lecturers is effective.
- To support lecturers in the delivery of online learning.
- To facilitate CPD for academic staff.
- To improve the assessment literacy of staff and students.

Many of our staff are professional creative industries practitioners, often managing successful portfolio careers combining teaching with their work in the industry as dual-identity professionals. Although some staff already hold academic or teaching qualifications, we also recruit Lecturers with significant industry experience who may not have relevant teaching qualifications. Therefore, the Introduction to Learning and Teaching in Higher Education (ILTHE) programme is designed to support colleges in mentoring new colleagues before and during their first year. It is delivered online through our Canvas Virtual Learning Environment (VLE). The ILTHE covers the following aspects of teaching and learning:

- Introduction, BIMM University community and values.
- Learning environments: visible learning, learning outcomes, active student-centred learning.
- Feeding back to students on progress and achievement.
- Effective lesson planning.
- The teacher as a reflective practitioner.
- Peer observation of teaching.
- Reflecting on student feedback: challenge and visible learning.
- Becoming an expert teacher.

A new version of the ILTHE was launched in September 2021 following participants' and colleagues' feedback. To date, 85 staff have been enrolled on the new programme. Once new staff have completed their first year with us, if they do not already hold a teaching qualification, we offer them the opportunity to enrol on the PG Cert Learning and Teaching (Professional Practice). The PG Cert is a Level 7 (60 credits) Higher Education teacher training course delivered over two academic years. The PG Cert is accredited at D2 (Fellow) level with Advance HE. The PG Cert has successfully raised the number of staff with postgraduate teaching qualifications at the University. Since 2011, 278 staff have achieved this qualification, and our most recent survey returned 389 staff with relevant teaching qualifications. In addition, the PG Cert allows staff from across the University and different subjects (and cities/countries) to learn together and collaborate in a way they might not usually be

able to. We also believe that the PG Cert has directly led to learning and teaching improvements, including meeting the needs of our staff in their pivot to online learning during the pandemic.

I would like to commend you all for the excellent course you have in place, and the quality of nearly all the submissions is a testimony of the quality of learning you have facilitated. I am very impressed by the high quality you have managed to maintain in this lockdown study mode, and I can see that the teachers have very much benefitted from studying on these modules while implementing the fast digital switch.

External Examiner, PG Cert Learning and Teaching (2021).

In addition, as they develop their careers with us, lecturers may progress to study the MA Learning and Teaching in the Creative Industries (MA-LTCI) or choose to gain D3 (Senior Fellow) status by enrolling on our newly accredited Senior Fellowship CPD programme. Over the past four years, we have successfully provided staff support to apply for Fellowship and Senior Fellowship with Advance HE via the direct application route. who submitted direct applications achieved the award on the first attempt. The total number of Fellowship awards held by BIMM Institute staff at each Fellowship Category over the last two years are as follows (the data below includes PG Cert and direct route completions).

Fellowship Category	2020-21	2021-22	Difference
Associate Fellow			-7
Fellow	32	71	+39
Senior Fellow			+2
Principal Fellow			-1

Fig. 4. Advance HE Fellowship by category and year.

There will be some staff who have joined us having achieved fellowship status elsewhere and the reduction in numbers in some categories is because staff have left the University. However, it is significant that when we achieved Degree Awarding Powers in 2019, we had only Fellows across all levels; we now have 83 (9% of academic staff eligible to be returned to HESA for the current academic year). As we mature as a university, CPD plays an integral role in ensuring that staff involved in learning and teaching continually reflect on their professional development and maintain their good standing as educators. To enable this, we include 15 days of professional practice leave per annum in full and part-time academic staff contracts. In addition, our institutional success relies on how our colleges interact with the creative industries through engagement with the sector directly and through the community of practice that includes students and academic staff as active, peripheral and full participants.

The University Postgraduate Study Funding Scheme (PSFS) aims to provide funded opportunities for academic and student services staff to study for postgraduate qualifications. A total of 23 staff members applied in 2021-22, and 20 were approved for funding. The PSFS has now supported over 100 members of staff with bursaries for postgraduate study since its inception six years ago. Furthermore, following the development of our MA courses, the split between staff applying for external and internal courses has narrowed, with 44% of applicants applying for funding towards BIMM University Master's degrees this year. The PSFS represents a total investment by the University in funding staff to undertake postgraduate study at other higher education institutions of £295,037 over the six years of the scheme and £251,828 over the past four academic years.

The growth of postgraduate provision has resulted in the University recruiting more staff with postgraduate qualifications. Combined with our CPD offer and the PSFS, these factors have significantly increased the number of current academic staff holding Level 7 and 8 qualifications. As a result, of the academic staff eligible for inclusion in this year's HESA return, 421 or 44% overall have postgraduate (Level 7 and 8) qualifications, and this includes 34 (3%) who hold doctorates (up ten from 24 last year). This data compares with 209 (22%) staff whose highest qualification is at Level 6 and 63 staff (7%) whose highest qualification is at Level 5.

We have also worked closely with Advance HE on the Degree Standards Project, particularly to offer the External Examiner Professional Development Course (PDC). The Dean of Learning and Teaching and Associate Dean of Academic Staff Development completed the PDC and its Developer accreditation in 2020-21. Subsequently, we ran two cohorts of staff through the PDC in April and June 2021. A total of 33 staff completed the programme and are now registered with Advance HE as qualified External Examiners. Our aim in running this training is to increase the number of staff who engage with the broader sector. The table below provides an overview of the number of BIMM University staff working as External Examiners indicating a significant increase in these roles among our faculty.

HE Level	2020-21 Staff Survey Data	2021-22 Staff Survey Data	Difference
Undergraduate	11	41	+30
Postgraduate			+9
Doctorate			+2

Fig. 5. BIMM University faculty acting as external examiners.

3. Student Outcomes

BIMM University's mission focuses on preparing students for careers in the creative industries and broader creative arts sector both in the UK and globally. Our proposition is defined by the combination of ambitious and diverse students, professionally and artistically engaged faculty, industry-focused courses, meaningful commercial partnerships, excellent resources, and a network of fourteen colleges across three countries. Despite the distributed nature of our institution, students and externals also celebrate the sense of community that BIMM University engenders.

I truly feel like I am part of a supportive and loving community. I think the overall experience is so reliant on what you are willing to put in; if you work hard and support your peers, you will see results and opportunities will naturally present themselves. Most people here are so lovely – just be yourself, be kind, and you will easily find your people!

, BIMM University Music Student.

The students appear highly engaged in a supportive and nurturing environment with excellent creativity to thrive in a dance/musical theatre career.

External Examiner, BA Musical Theatre and Dance (2022).

Exceptional graduates

All BIMM University courses are designed in partnership with the creative industry they serve by utilising Industry Advisory Panels (IAPs). Recent IAPs included senior representatives from the following creative industries organisations: Sony Music, Warner Music Group, U.K. Music, the Performing Rights Society (PRS), Kobalt Publishing, Handle Recruitment Agency, Spotify, the Royal Shakespeare Company, Stanton Davidson Associates, Oxford Shakespeare Company, Into Games and Universal Production Music. These panels are chaired by the University's Employability and Product Development Director and provide a forum for the industry to meet with academic leadership and teaching staff and to set out the industry's critical priorities regarding graduate attributes and skills as courses are developed or reviewed. Reports are shared with the governing body so that they can understand and respond to changing industry expectations and with course approval panels. This approach has been repeatedly commended as good practice by the Quality Assurance Agency, most recently in our QAA Degree Awarding Powers report published in March 2019, which states that 'External advisers are involved in the internal course development process, and industry advisory panels help to ensure courses reflect current knowledge and practice.' (p.3). In addition to our reputation for preparing industry-ready musicians, the University's degree courses in performing arts (Performers College) and film (Screen and Film School) have achieved national accreditation by the Council for Drama, Dance and Musical Theatre (CDMT) and ScreenSkills, respectively. This accreditation recognises their quality and relevance to the industries they serve.

The School views itself as a 'Production Centre' which indicates that students very much learn 'on the job' whilst doing a 'practice-based vocational course' in which critical reflection is the key to creative development. This makes the course professionally relevant, as do the methods of teaching, which include technical workshops, production recces (location finding), community networking, test shoots, technical workshops, working with actors & rehearsals, industry practitioner talks, demonstrations, tutorials and masterclasses.

ScreenSkills Accreditation Report (2020).

BIMM University students can access cutting-edge specialist teaching and learning resources that reflect industry requirements. In addition, our external examiners recognise the quality of resources available to students in their reporting.

Fantastic state-of-the-art equipment affords students excellent professional standard learning opportunities. Plus, links with industry and through tutors and visiting professionals provide motivation and discussion of real-life scenarios; this is evidenced in student work.

External Examiner, BA Filmmaking (2022).

Students have access to high-quality performing arts facilities to support their training and development.

External Examiner, BA Musical Theatre and Dance (2022).

Students continue to be well-resourced whilst studying at BIMM, and the live performance spaces are generally professional level.

External Examiner, BA Professional Musicianship (2022).

A standardised resource specification is in place for each subject area/college, developed with support from leading industry organisations and employers. It is adapted to local requirements across all campuses to ensure that all students benefit from excellent facilities irrespective of where they choose to study. As a result, students have access to acoustically treated rehearsal/practice

studios and performance spaces, industry-standard recording studios, post-production suites and editing studios; professional-standard dance and acting studios and theatre spaces; film sets and high-end screening rooms, as well as professional quality specialist equipment and industry-standard digital platforms. In addition, between 2013 and 2022, the University's governing body approved £30.6m of investment to establish new colleges and expand and enhance the facilities in existing ones. This investment has recently supported the roll-out of the new portfolio of courses delivered under the University's Degree Awarding Powers.

BIMM University has secured several sponsorship deals with leading specialist equipment providers that recognise the University's role in providing world-class education and training. Current sponsors include Gibson, Marshall, Roland, Shure, and Yamaha Drums, who provide industry-standard equipment for the use of our students. The University is also recognised as an Ableton Live Certified Centre (BIMM Institute London), delivering certified training in Ableton's software environment for performing musicians. Moreover, an essential part of the student experience in music and performing arts is the opportunity for students to perform as part of their studies in world-class public venues in the city where they are studying. BIMM University can provide this opportunity for students in all its creative capital city locations. For example, London-based students have utilised O2 Islington Academy and the O2 Shepherd's Bush Empire for student showcases and accessed Abbey Road Studios. Brighton-based students have performed at the Concorde II, The Old Market, screened their films at the Komedia and the Picture house/Duke of York's Cinema and engaged with multiple venues as part of the Brighton Fringe Festival and the annual Great Escape industry showcase. Manchester performing arts students can stage their work in The Dance House, a long-established community theatre venue, which is part of the college campus. In addition, Manchester music students have performed in student showcase events at The Ritz, Gorilla, and Albert Hall. BIMM University also enables students to showcase their work by performing at leading national and international festivals. The University regularly hosts a stage at festivals such as Glastonbury, 2000trees, The Great Escape, Liverpool Sound City, and Longitude Festival (Dublin). It presents a varied bill of solo artists, songwriters, and bands. Such opportunities enable students to experience the dynamic and expanding music festival scene, perform at the same event as leading established artists, and, crucially, have exposure to an audience that includes industry representatives looking for new talent. Festival promoters are hugely impressed by the skills and talent of our students.

We have BIMM students working in a variety of roles, including artist liaison, stage management, and event management. We honestly couldn't do the festivals without them, and this is proven by the fact that a number of them are now on our payroll and are key parts of the festival team. I have nothing but good things to say about the BIMM students we've worked with.

, 2000trees festival.

Students who participate are equally enthusiastic regarding their experience and its effect on their career development.

I met such great, like-minded people working at the festivals. It was amazing to meet people who could teach me more about the music industry. The experience also allowed me to network. Through working at Truck Festival, I made a few new contacts, one of which even helped me secure a month's work experience at Decca Records. I had the best time working at the music festivals!

, BIMM University Alumnus.

Supporting and enabling student success

The University's longstanding ethos of positioning employability at the core of its educational provision was commended as good practice by the QAA in its Degree Awarding Powers Report (2019), which states that 'BIMM's knowledge of and connections to the music industry are extensive and are put to good use for the benefit of students.' (p.4). Furthermore, the QAA specifically acknowledged BIMM University's approach to employability as follows, 'the approach to employability and career preparation is thorough, proactive and well resourced, providing exceptional opportunities for students to achieve a sustainable career in the music and broader creative arts industries.' (p.34). In the University's 2018 Destinations of Leavers from Higher Education (DLHE) results, 86% of the University's graduating students secured work six months post-graduation. In addition, most of those in employment (83%) continue to work in music and the creative industries. From the same survey, BIMM University students indicated that 66% of work opportunities resulted from a network they had been introduced to or created whilst studying with us. Furthermore, 88% of our graduates actively engaged with music and the creative industries whilst at BIMM University.

The UK had an estimated 2.29 million creative industries jobs in the year to September 2021, including 1.62 million permanent roles. In addition, 663,000 creative industry jobs were self-employed, and the creative industries have not suffered as severely through the pandemic as feared. Moreover, the creative industries accounted for 6.9 per cent of all UK jobs in September 2021, up from 5.8 per cent in 2015. Since then, the creative industries have added about 400,000 new UK jobs (Creative Industries Council, May 2022). Our students benefit from the vocational and industry-informed education that develops their creative skills as they prepare to become tomorrow's entrepreneurial, resilient, adaptable and connected BIMM University graduates.

Furthermore, it is essential to acknowledge BIMM University alumni's significant contribution that showcases and monetises their creativity via new digital channels. For example, Alumna Mimi Webb became a critical online influencer with over 1.2 million followers after TikTok star Charlie D'Amelio featured Mimi's song 'before I Go' in one of her videos in April 2020. Similarly, Holly Hoskinson has become a major social influencer and content creator on TikTok and Youtube, with nearly 1 million followers worldwide. This approach to adaptability and entrepreneurship is embedded in the University's pedagogical approach and curriculum. In addition, utilising deep relationships with industry to align careers mentoring underpins all our courses allowing the curriculum to flex responsively towards new technologies.

Developing employability

BIMM University has taken a proactive approach to position itself to support demand from employers, utilising our extensive connections and industry partnerships. As part of our strategy for employability, Talent Match was launched in 2021 as a focused recruitment service targeting final-year undergraduate students and alumni to help them secure professional employment. Talent Match allows employers access to a diverse talent pool of qualified students matching their skills to employer requirements. Since its launch, we have worked with organisations like Warner Music, Sony Music, BBC Introducing, Abbey Road Studios, Sentric Publishing, Rocksteady Music School and The Association of Independent Music, sourcing over 180 exclusive job opportunities for students and graduates across a broad range of sectors including Marketing, Public Relations, Teaching, Live Sound, Arts Publishing, Events and Management. In its first year, the Talent Match team have delivered the following:

- 1,020 students were provided with professional career coaching and support.
- 184 full-time work opportunities have been identified with employers.
- 109 professional jobs have been secured for students.
- 79 industry internships have been secured for students.
- We maintain an active employer database of around 800 companies seeking talent.

The service has been endorsed and acclaimed by industry employers looking to source qualified and diverse talent to drive their businesses. Students and graduates also tell us how much they value the opportunities and the structure that Talent Match provides.

Talent Match was a great help to me as a post-graduate looking to get my first full-time role in the music industry. They supported me by bringing new job openings to my attention, providing feedback on my CV/cover letters, and offering guidance through the interview process. This led to me securing a role at RCA as part of the Sony Music Internship scheme.

BIMM University, Postgraduate Alumnus.

In addition to Talent Match, BIMM University operates its performing arts talent agency, Performers Management and Agency (PMA), to support students in establishing their careers in the performing arts industry. PMA has established long-standing partnerships with over 250 leading theatrical and commercial organisations and provides students and alumni with various professional opportunities to perform. Since PMA's launch in 2008, it has managed approximately 200 performance opportunities each year, and 800 students and alumni have been successfully placed in productions both in the UK and overseas.

For the academic year 2021-22, 688 new work placements were arranged for students at the University, including 79 long-term internships. This data compares to 234 in 2019-20 and approximately 200 in 2020-21. Placement providers include large internationally renowned organisations, such as Sony Music UK and Spotify, to smaller national and regional organisations, such as the 2000trees Festival and Red Light Management. Our links with UK Music also support this work. BIMM University is a founding member of the Music Academic Partnership (MAP), a collaboration between UK Music and UK educational institutions, which seeks to provide direct input into the design and delivery of the curriculum and to open up employment opportunities and internships for graduates.

Networking with employers

BIMM University also offers employers the opportunity to actively participate in the University's self-curated twice-yearly employment fair called WRKiT. WRKiT is the University's careers event for young people wanting to work in the creative industries. Initially starting as a London-hosted event four years ago, it has proved so popular with employers, students, and alumni that in 2020 the University expanded it to run in Manchester as well, enabling students even more exposure to a greater range of employers and industry specialists. This approach has been successful because WRKiT allows students to build their creative network and gives potential employers immediate access to talented BIMM University students and alumni. The most recent WRKiT event was hosted in March 2022 with over 100 industry partners, including Spotify, Sony Music, Warner Music, CAA Agents, Sony ATV, Kobalt, BMG, Beggars, the Association of Independent Music, Hospital Records, Atlantic Records and Radio 1 DJ, Clara Amfo, UK Music, Liverpool Sound City, Alive Network, Sentric Music, Manchester Pride, Scruff of the Neck Records, Production Futures, and teaching employer SAM Music. Since 2020, over 400 employers have actively participated in the event, and over 8,000 students and alumni have attended.

Provider name: BIMM University Ltd.
UKPRN: 10037544.

In June 2018, BIMM University established a dedicated digital online platform BIMM Connect, to further support this approach to student jobs, networking, and entrepreneurship. BIMM Connect is Europe's largest private digital community of creative industries students and graduates. Its objective is to connect users and allow them to collaborate across BIMM University colleges, promote job opportunities for final-year students and alumni, and support micro spin-off businesses set up by students. In 2019 BIMM Connect was awarded first place in the Outstanding Marketing Content category by Graduway, the leading provider of community software operating in over 40 countries. BIMM Connect currently serves over 12,700 students and alumni and, since 2019, has posted around 5,000 jobs for students. Similarly, there have been approximately 3,000 posts from students and alumni seeking collaboration and connection with others.

Without BIMM Connect, I wouldn't have found my job!.. It has given me a springboard into my dream career.

, BIMM University Alumnus (working at Hornet Sound).

Building on this success, we recently launched Screen and Film School Connect, a dedicated version of BIMM Connect that allows film students to network with their peers across the University and professionals in the film and screen industry. In addition, early in 2022, the functionality of BIMM Connect was extended to support the increasing number of students who set up a small business whilst on a course of study. To this end, the University has launched a micro business directory where students can digitally advertise their business service or skill. BIMM University students find this service essential in furthering their careers.

In addition, to these support structures, work-based learning opportunities and placements are offered as part of the courses delivered across the University and supported by around 30 dedicated careers professionals and more than 50 practising industry mentors who help support students to develop their careers through new business opportunities.

International student employability

As well as providing increased access to creative arts education to diverse UK-based student populations, the University also recruits students from over 109 countries outside the UK and has three established international student destinations among its locations: London, Berlin and Dublin. These factors further increase the University's sphere of influence when international students return to their home country to pursue careers in the creative industries after completing their studies. Often, international alumni return home to teach the next generation of industry professionals using the approaches to creative industries education they encountered at BIMM University. Examples of the international careers alumni engage with, and gain recognition for, include:

- - Super Star, the joint Czech-Slovak version of Pop Idol ().
- - at First Access Entertainment in their Los Angeles office ().
- - Music Moves Europe Talent Awards ().
- - Best Talent at the Swiss Music Awards ().
- - were awarded one of Germany's most prestigious music awards after being named best at the Deutscher Rock & Pop Preis .

The global reach of the creative industries offers numerous opportunities, including those facilitated by new technology to students and graduates. Digital skills are now imperative for creative industries students to produce, distribute and, importantly, monetise their art. In addition to undoubted technical

and creative skills, the University's students and alumni demonstrate that they can take advantage of digital platforms that democratise the music-making process and afford them access to broader and more diverse global audiences. This development of a digital skillset is supported via our masterclass programme. It invites platform owners from Google, Facebook, Spotify, YouTube and TikTok to share with students how content can be created, marketed and distributed. This is developed further in an entrepreneurial context through events with new media professionals who have successfully navigated the digital landscape and can pass on essential knowledge and skills.

In conclusion

We would like to conclude this document with a quote from the student submission, which we believe provides a good summary of the University and its quality of learning and teaching.

Overall, students are having a positive experience at BIMM. The academic experience received a rating of 3.8 stars (out of 5), and 70% of students rated their experience 4 stars or more. This shows that BIMM is doing all it can to embody its mission and is inspiring the next generation of industry professionals with its inclusive and creative learning environments. The teaching and leadership prioritises the experience and outcomes of students, which can be seen by some of the notable and successful alumni, which will hopefully just continue to expand over the years.

(: **TEF Student Contact**).

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