

## Summary of academic policy decisions, 2022-23

This summary includes decisions made at the following meetings:

Senate (2 November 2022)  
 Senate (25 January 2023)  
 Senate (26 April 2023)  
 Senate (28 June 2023)

Education Committee (12 June 2023)

Academic Quality and Standards Committee (24 May 2023)

*The following committees have been reviewed and no decisions relating to academic policy were made:*

Education Committee (5 October 2022)  
 Education Committee (14 December 2022)  
 Education Committee (15 February 2023)  
 Education Committee (20 March 2023)

Academic Quality and Standards Committee (September 2022)  
 Academic Quality and Standards Committee (19 October 2022)  
 Academic Quality and Standards Committee (December 2022)  
 Academic Quality and Standards Committee (1 February 2023)  
 Academic Quality and Standards Committee (8 March 2023)

As decisions are being made in response to changing circumstances, please make sure to refer to current communications and information on webpages and check with the relevant team if you have any questions.

Approved variations to the Rules of Assessment for specific courses or Partners are not included in this summary. Departments will be notified of approved variations directly following their approval.

Name of New or Amended Policy	Category	Applies to	Key contact(s)	Summary of change or new policy approved	Date that change or new policy takes effect	Link to source paper/committee minutes
Academic Offences Procedure	Academic offences	All provision	Student Progress Managers, studentprogress@essex.ac.uk	that the following change to Section 1.2c of the <a href="#">Academic Offences Procedure</a> , with immediate effect: “false authorship or contract cheating, <u>including that is the soliciting of a third party or the use of artificial intelligence, machine learning or other automated technology, to provide produce written</u> material that is then submitted for	Immediate effect	<a href="#">Senate, 25/01/2023, Paper S/23/12</a>

				assessment <u>and</u> presented as one's own original work;"		
<b>Accreditation of Prior (Experiential) Learning</b>	Admissions	All provision	Cerys Somers, Quality Enhancement Manager	Rollover of templates and <a href="#">policy</a> with larger review considered for 2023-24. References to Deputy Dean Education changed to Faculty Dean	For AY 2023-24	<a href="#">Academic Quality and Standards Committee, 24/05/2023, Paper AQSC/23/27</a>
<b>Admissions Policies</b>	Admissions	All provision	Mandy Chetham, Director of Admissions	That the changes in the <a href="#">linked paper</a> to the <a href="#">Undergraduate</a> (Appendix J) and <a href="#">Postgraduate</a> (Appendix K) Admissions policies be approved for the 2024-25 admissions cycle.	For 2024-25 admissions cycle	<a href="#">Senate, 28/06/2023, Paper S/23/32, Appendix J-K</a>
<b>Delivering timely and effective feedback</b>	Assessment	All taught provision	Prof Madeline Eacott, Pro-Vice-Chancellor (Education)	Senate approved the following:  1. The three key elements of the proposed approach to delivering timely feedback while managing workload: i. Ensuring that assessment is effective and efficient. ii. Ensuring that marking is fair, reliable and efficient. iii. Actively managing workload for all elements of the marking and assessment process.  2. That, drawing on <a href="#">paragraphs 15-21 and appendix A</a> , the local implementation and operation of existing university policy and the associated workload management are reviewed within departments before the beginning of AY 2023-24 to ensure that assessment, marking and feedback is effective, fair, reliable and efficient with the aim of reducing the turnaround time for feedback on assessed work where	For AY 2023-24	<a href="#">Senate, 26/04/2023, Paper S/23/19</a>

				<p>possible while maintaining reasonable workloads.</p> <p>3. Note the work to be undertaken centrally to address the barriers to delivering more timely feedback identified during the consultation phase, including any linked policies and processes that create dependencies (outlined in <a href="#">Appendix C</a>) in order to facilitate assessment, marking and feedback that is fair, reliable, effective and efficient.</p>		
<b>University Marking Policy</b>	Assessment	All taught provision	Cerys Somers, Quality Enhancement Manager	<p>Rollover of <a href="#">policy</a> with some minor updates as noted below.</p> <p><b>Updates to <a href="#">AL-GLA marking request form</a>:</b> Minor updates to template including the addition of clarifications for which type of student (AL/GLA/other) applies for each context.</p> <p><b>Updates to Marking Policy section 4. The use of internal and external staff for marking</b> <b>Subsection 4.1 Examination marking by Assistant Lecturers (ALs) or Graduate Lab Assistants (GLAs)</b> Changed references of 'graduate student' to 'Assistant Lecturer/Graduate Lab Assistant'.</p> <p>Added link to <a href="#">AL-GLA marking request form</a>.</p>	For 2023-24	<p>Changes applied to <a href="#">Form to request a re-mark</a> with immediate effect</p> <p><a href="#">Academic Quality and Standards Committee, 24/05/2023, Paper AQSC/23/27</a></p>

**Subsection 4.2 Coursework marking by ALs or Graduate Lab Assistants (GLAs)**

Change subsection title to 'Coursework marking by postgraduate research students'.

Added link to AL-GLA marking request form.

**Updates to AL-GLA marking request form:**

Minor updates to template including the addition of clarifications for which type of student (AL/GLA/other) applies for each context as per the above policy amendments.

Inclusion of additional text (underlined) at the end of question 6, which now reads: 'For examination script/coursework marking: Does the module contribute to the final degree classification within a programme(s)? If so, how much?'

**Form to request a re-mark**

Notification of in-year change to clarify an unintentional discrepancy between the form and marking policy:

A section of the student's declaration has been amended as follows:  
'I request remarking of the work. I understand that marks can go up as well as down as a result of re-marking. I further understand that the decision of ~~the second marker~~ following second marking is final relating to this piece of

				work (unless procedural irregularity is suspected).'		
<b>Framework for University of Essex Undergraduate Awards and Rules of Assessment</b>	Assessment	Undergraduate provision	Hannah Nieuwenhuis, Quality and Academic Development Manager	That the changes related to the Certificate in Teaching English as a Foreign Language (TEFL) to the <a href="#">University Framework for University of Essex Undergraduate Awards and Rules of Assessment</a> outlined in Section 6 of the linked paper be approved with effect from October 2023.	From October 2023	<a href="#">Senate, 28/06/2023, Paper S/23/32</a>
<b>Review of Undergraduate Reassessment</b>	Assessment	Undergraduate provision	Wendy Clifton-Sprigg, Deputy Director of Academic Services  Chantelle Whyborn, Assessment Manager	Education Committee approved the following recommendations:  1. That the needs of students undertaking reassessment and support for these students is considered in the planned work on personal tutoring in 2023-24.  2. That student engagement communications to departments emphasise the priority of following up low engagement where students are repeating the year.  3. That Departments target support and contact at students who are repeating the year, as a minimum ensuring that students who are repeating the year and have low engagement are prioritised for contact.  4. That Skills for Success specifically target students who are repeating the year with communications highlighting the support available.	For 2023-24	<a href="#">Education Committee, 12/06/2023, Paper EC/23/42</a>

				<p>5. That departments prioritise the provision of advice and guidance to Year 0 and Year 1 students who are offered the option of taking reassessment out of residence.</p> <p>6. That the 'offer' to students who are undertaking reassessment out of residence be clarified including the expectation of contact from their Personal Tutor.</p> <p>7. That the outcomes for students undertaking reassessment in 2022-23 be considered by the Rules of Assessment Advisory Group and a report provided to the December meeting of Education Committee.</p> <p>8. That the Rules of Assessment for the Foundation Year are changed to remove the opportunity to undertake reassessment the following academic year, except in the case of accepted extenuating circumstances, with effect for students commencing in 2023-24.</p> <p>Proposed changes to the Rules of Assessment will be developed for recommendation to Senate for approval.</p>		
<b>Education Action Plan</b>	Education delivery and plans	All taught provision	Emma Hardy, Deputy Academic Registrar	The final draft of the <a href="#">Education Action Plan 2023-24</a> .	For 2023-24	<a href="#">Senate, 26/04/2023, Paper S/23/20</a>

<b>Fitness to Practise</b>	Fitness to Practise	All provision	Senior Student Progress Manager, <a href="mailto:studentconduct@essex.ac.uk">studentconduct@essex.ac.uk</a>	That changes to the following procedures, as set out in Appendix F of the <a href="#">linked paper</a> , be approved with effect from 2023-24: <ul style="list-style-type: none"> <li>▪ <a href="#">Fitness to Practice</a></li> </ul>	From 2023-24	<a href="#">Senate, 28/06/2023, Paper S/23/32, Appendix F</a>
<b>Annual Review of Courses (ARC)</b>	Monitoring and review	All provision	Cerys Somers, Quality Enhancement Manager	Changes to <a href="#">templates</a> outlined in <a href="#">linked paper</a> .	For 2023-24	<a href="#">Academic Quality and Standards Committee, 24/05/2023, Paper AQSC/23/28</a>
<b>External Examiners</b>	Monitoring and review	All taught provision	Cerys Somers, Quality Enhancement Manager	Rollover of templates and policy; reference to dates amended for 2022-23 reporting deadlines. Changes to template as detailed in <a href="#">linked paper</a> .	For 2023-24	<a href="#">Academic Quality and Standards Committee, 24/05/2023, Paper AQSC/23/28</a>
<b>External Examiners</b>	Monitoring and review	All taught provision	Cerys Somers, Quality Enhancement Manager	Changes to policy as detailed in <a href="#">linked paper</a> . These relate to: Nomination criteria for external examiners – Independence and impartiality; and External Examiner roles and responsibilities relating to Examination Board attendance and review of level 4 work.	For 2023-24	<a href="#">Academic Quality and Standards Committee, 24/05/2023, Paper AQSC/23/27</a>
<b>Periodic Review</b>	Monitoring and review	All provision	Cerys Somers, Quality Enhancement Manager	Review of <a href="#">templates, policy and schedule</a> .  The Periodic Review purpose has been amended to include information relevant for Apprenticeships.  ‘to review the continuing validity and relevance of the stated aims and the intended learning outcomes of the course(s), in accordance with relevant	For 2023-24	<a href="#">Academic Quality and Standards Committee, 24/05/2023, Paper AQSC/23/27</a>

				<p><u>internal and external reference points, including relevant subject benchmarks, national apprenticeship standards and other <u>sector-recognised standards</u></u></p> <p>Original text available in <a href="#">linked paper</a>.</p>		
<b>Ordinances</b>	Ordinances	All provision	<p>Lucy Johnson, Deputy University Secretary</p> <p>Clare Hornsby, Head of Corporate Governance</p>	The proposed changes to the University's <a href="#">Ordinances</a> , for implementation from 1 August 2023, subject to approval from Council.	1 August 2023	<a href="#">Senate, 28/06/2023, Paper S/23/29</a>
<b>PGR Policy and Regulations</b>	Postgraduate research	Postgraduate research provision	Andrew McCarthy, Postgraduate Research Education Manager	<p>That changes to the following procedures, as set out in Appendix H of the <a href="#">linked paper</a>, be approved with effect from 2023-24:</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Principal Regulations for Research Degrees</a></li> <li>▪ <a href="#">Code of Practice for Research Degrees</a></li> <li>▪ <a href="#">Conduct of Research Degree Vivas</a></li> </ul>	From 2023-24	<a href="#">Senate, 28/06/2023, Paper S/23/32, Appendix H</a>
<b>Referencing and Academic Integrity</b>	Referencing	All provision	<p>Jonathan White, Director of Library and Cultural Services and University Librarian</p> <p>Professor Dominic Micklewright, Dean of UG Education</p>	<p>Senate approved the following with effect from 2023-24:</p> <p>1. That a proportionate approach to marking of referencing should be adopted and that Heads of Department, or their nominee, should take steps to ensure clause 11 of the University's referencing Code of Practice is observed with consistency across all levels and courses, and that the marking</p>	From 2023-24	<a href="#">Senate, 26/04/2023, Paper S/23/22</a>



			<p>rubrics are reviewed and revised accordingly.</p> <p>2. That the following minimum standards of academic integrity education should be met:</p> <p>i. Comprehensive guidance on academic integrity and referencing should be given in course handbook and this guidance should be cross-referenced in module handbooks at an appropriate place where assessment for that module is explained to students. This should link to and be based upon the Library's referencing guidance web page, which contains the styles for each department.</p> <p>ii. In addition to the provision of written guidance and the Moodle tool, each Department provides opportunities for every student to engage with, and understand, academic integrity and referencing as it applies to their own discipline. Departments may determine how this is achieved with potential mechanisms including embedding this within each module, embedding in a skills module, or incorporating it into the personal tutorial schedule. The Library and Skills for Success teams should be utilised and included, to be part of the delivery and support team.</p> <p>3. That where a student is enrolled onto a course that is delivered by more than one Department, the responsibility will be with the host Department to ensure the minimum standards specified in recommendation 4 are met.</p>		
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				Senate endorsed the following: 4. An <i>in principle</i> desire that completion of the academic integrity tool be made compulsory for all students before submission of their first piece of summative assessed work in each course they undertake at Essex. The Dean of Undergraduate Education to investigate how this desire could be operationalised and monitored before it was formally adopted.		
<b>Regulations relating to Registration and General Regulations</b>	Regulations	All provision	Paula Rothero, Senior Compliance and Development Manager	That the changes to the immigration elements of the <a href="#">Regulations relating to Registration</a> and the <a href="#">General Regulations</a> be approved, as set out in Appendix I of the <a href="#">linked paper</a> , with effect from 2023-24.	From 2023-24	<a href="#">Senate, 28/06/2023, Paper S/23/32, Appendix I</a>
<b>Research Action Plan</b>	Research delivery and plans	Postgraduate research provision	Professor Chris Greer, Pro-Vice-Chancellor (Research)  Dr Rob Singh, Director of the REO  Sarah Manning-Press, Research Governance and Planning Manager	The final draft of the <a href="#">Research Action Plan 2023-24</a> .	For 2023-24	<a href="#">Senate, 26/04/2023, Paper S/23/21</a>
<b>Peer Review of Teaching Policy</b>	Staff development	All provision	Dr Jo Andrews, Director of Organisational Development, People & Culture	1. A wider interpretation of peer review is used in the revised policy. This will include peer observation of teaching, peer mentor conversations, annual reporting of actions and an annual development plan.	Immediate effect	<a href="#">Senate, 2/11/2022, Paper S/22/76, Appendix A</a>

				<p>2. Peer review is aligned more clearly with department education priorities. The focus for peer review is agreed early in the academic year by a School/Department following reflection on the feedback captured through survey results, student voice, and future education priorities as set out in the annual Education Action Plan. Additional areas of focus can also still be agreed with individuals to meet their needs and to support their continuing professional development.</p> <p>3. Every colleague with teaching responsibilities takes part in peer review annually. This includes:</p> <ul style="list-style-type: none"><li>a) A peer observation of teaching delivery at least once every two years. This is applied to all delivery formats (e.g., lecture, class, seminar, laboratory or fieldwork) and includes consideration of the lecture/class plan and supporting materials as well as the session delivery. The peer observation can take place in pairs or groups as agreed by the department.</li><li>b) A peer mentor conversation at least once every year which reflects on an aspect of teaching practice. This could relate to curriculum design, learning, teaching and assessment. It can take place in pairs or groups as agreed by the department.</li></ul>		
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			<p>4. Newly appointed academics and Assistant Lecturers take part in a peer observation of teaching delivery in the first four weeks of teaching. This includes consideration of the lecture/class plan and supporting materials as well as the delivered session.</p> <p>5. Peer observation of teaching delivery takes place in the first four weeks of teaching when a module is new. This includes where teaching content has been significantly revised, and/or is being delivered for the first time by a new colleague.</p> <p>6. A risk-based approach is taken to peer review outside the annual cycle. Additional observations and development conversations will be scheduled as required for example, in response to feedback.</p> <p>7. Institutional templates for peer observation of teaching delivery are used by every department. These will be specific to the teaching context and can be expanded by the department to meet their need.</p> <p>8. Each Department/School records captures the emerging themes and subsequent actions planned or taken because of peer review. A report is submitted annually to the Faculty Education Committee.</p>		
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				9. Each Department/School captures specific support needs emerging from peer review A development plan is shared with support teams in professional services as required so that support can be made available within year.		
<b>Code of Student Conduct</b>	Student conduct	All provision	Senior Student Progress Manager, <a href="mailto:studentconduct@essex.ac.uk">studentconduct@essex.ac.uk</a>	That changes to the following procedures, as set out in Appendix F of the <a href="#">linked paper</a> , be approved with effect from 2023-24: <ul style="list-style-type: none"> <li>▪ <a href="#">Code of Student Conduct</a></li> </ul>	From 2023-24	<a href="#">Senate, 28/06/2023, Paper S/23/32, Appendix F</a>
<b>Student Engagement Policy</b>	Student engagement	All provision	Will Ashbey, Student Progress Manager (Engagement)	Approval of the amendments to the <a href="#">Student Engagement Policy</a> , with effect from 2023-24, as set out in the appendix of the <a href="#">linked paper</a> .	From 2023-24	<a href="#">Senate, 28/06/2023, Paper S/23/28, Appendix</a>
<b>Postgraduate Withdrawals Analysis – 2022 January Start Cohort</b>	Student support	Postgraduate taught provision	Dr Jill Holliday, Director of Academic Services and Deputy Academic Registrar	Education Committee approved the following recommendations: <ol style="list-style-type: none"> <li>1. Additional support for the January start cohorts has been allocated to departments. Faculty Deans are asked to explore with departments where interventions have been most effective so best practice can be shared.</li> <li>2. Communication with students during the recruitment process including from our agents should be reviewed to emphasise: <ol style="list-style-type: none"> <li>a. The necessity for being on campus at the start of term for induction events</li> <li>b. The need to engage with the Masters Preparation Programme (MPP) before arrival</li> <li>c. The need for in person engagement and therefore the</li> </ol> </li> </ol>	Immediate effect	<a href="#">Education Committee, 12/06/2023, Paper EC/23/41</a>

				<p>need to locate near the campuses.</p> <p>3. Further additional support may need to be considered for the January start cohorts noting that withdrawal rates remain high despite support put in place for the 2021/22 cohort. Alongside the MPP there may be further in-session support required to ensure the cohorts are successful in their studies. In addition, we will actively review our PGT onboarding and induction offering to make sure it is accessible to all students, noting we are a campus-based university.</p> <p>4. The January Starts T&amp;FG will continue to explore the different models of delivery considering the data in this paper and explore how delivery through Model 2 can be phased out.</p>		
<b>Student Reasonable Adjustment Policy</b>	Student support	All provision	Millie Marshall, Student Accessibility Enhancements Manager	That the Student Reasonable Adjustment Policy be approved, as set out in Appendix B of the <a href="#">linked paper</a> , with effect from 2023-24.	From 2023-24	<a href="#">Senate, 28/06/2023, Paper S/23/32, Appendix B</a>
<b>Content Notes Guidance</b>	Student support	All provision	Prof Dominic Micklewright, Dean of Undergraduate Education	That the Content Notes Guidance, as set out in Appendix D of the <a href="#">linked paper</a> , be approved with immediate effect.	Immediate effect	<a href="#">Senate, 28/06/2023, Paper S/23/32, Appendix D</a>
<b>Study and Wellbeing Intervention Policy and Procedure</b>	Student support	All provision	Danielle Booth, Head of Student Wellbeing and Inclusivity  Will Jennings, Study and	That the changes to the <a href="#">Study and Wellbeing Intervention Policy</a> be approved, as set out in Appendix G of the <a href="#">linked paper</a> , with effect from 2023-24.	From 2023-24	<a href="#">Senate, 28/06/2023, Paper S/23/32, Appendix G</a>

			Wellbeing Intervention Manager			
<b>Student Module Feedback</b>	Student voice	All taught provision	Cerys Somers, Quality Enhancement Manager	<p>Rollover of <a href="#">templates and policy</a>; reference to dates amended for 2023-24 deadlines. Updates made to improve inclusion and visibility of apprenticeship students and other learners (e.g., Continuing Professional Development students).</p> <p>Larger updates as noted below, minor wording changes not individually specified.</p> <p>1.3. 'For the purposes of this policy, 'student' is used to refer to all types of student learner at the University including students on apprenticeship programmes and on short-course Continuing Professional Development (CPD) modules'.</p>	For 2023-24	<a href="#">Academic Quality and Standards Committee, 24/05/2023, Paper AQSC/23/27</a>
<b>Student Voice (Student Representation) Policy</b>	Student voice	All provision	<p>Emma Bates, Student Experience Manager</p> <p>Cerys Somers, Quality Enhancement Manager</p> <p>Christopher Jakens, Education Manager</p> <p>Keith Rowland, Deputy Director</p>	<p><a href="#">Policy</a> reviewed by Student Voice, Students' Union and QUAD. Rollover of policy with minor updates. Additional text added to improve inclusion and visibility of apprenticeship students and other learners (e.g., Continuing Professional Development students) and to clarify the role of departments.</p> <p>Larger updates as noted below, minor wording changes not individually specified.</p> <p><b>Within this document</b> Addition: 'Student - refers to all types of student learner at the University including</p>	For 2023-24	<a href="#">Academic Quality and Standards Committee, 24/05/2023, Paper AQSC/23/27</a>

			<p>of Engagement and Development</p>	<p>students on apprenticeship programmes and short-course Continuing Professional Development (CPD) modules.’.</p> <p><b>2.2 Feedback</b> Addition: ‘Departments should proactively work to ensure students are informed of changes that have been made as a result of student feedback, and if changes have not been accommodated, the reasons why communicated. The University and SU are committed to the same practice.’</p> <p><b>2.4 Engagement</b> Addition: ‘Departments should play an active role in Student Voice reviews and consultations on all student feedback mechanisms. The SU and wider University community are responsible for the same actions.’</p> <p><b>Appendix III: Student Voice Groups</b> <b>A3. Student Voice Groups</b> <b>A3.2. Key Principles of SVGs:</b> Addition: A3.2.6. ‘Within 2 weeks of SVGs taking place, departments should keep a log of all changes that have been made as a result of student feedback, gathered from all University feedback mechanisms.’</p> <p><b>A3.5. SVG Meetings:</b> Addition:</p>		
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				<p>A3.5.2. 'SVGs should be scheduled in such a way that enables student reps to attend regardless of their professional commitments. For example, work hours should be considered when organising SVG meetings for apprenticeship cohorts. The scheduling of meetings must take into account student availability.</p> <p>An adequate amount of time, which enables each student rep time to relay their feedback, must also be allocated to the meeting. This may result in individual SVGs for apprenticeship cohorts if appropriate.'</p>		
<b>Blended Learning Baseline</b>	Teaching delivery	All taught provision	Marty Jacobs, Head of Technology-Enhanced Learning	<p>1. That the new Blended Learning Baseline, as set out in Appendix A of the linked paper, be approved with effect from 2023-24.</p> <p>2. That implementation of the new Baseline be monitored through the creation of a short Moodle course to track and monitor engagement.</p> <p>3. That the Blended Learning Baseline be reviewed and updated on an annual basis with the updated Baseline published to coincide with the Moodle upgrade period.</p>	From 2023-24	<a href="#">Senate, 28/06/2023, Paper S/23/32, Appendix A</a>
<b>Work-based Learning Policy</b>	Work-based learning and placements	All taught provision	Cerys Somers, Quality Enhancement Manager	<p>Additional text to policy to advise that Placement Years do not qualify for travel expense reimbursement. It was specified that feedback for placement years would be collected and collated by the Student Development Team. Furthermore, additional text stated that Departments are required to liaise with the Student Development Team</p>	For 2023-24	<a href="#">Academic Quality and Standards Committee, 24/05/2023, Paper AQSC/23/27</a>

				regarding Health and Safety requirements for short placement or Placement Years. The Tripartite agreement was updated and terms of agreement for Placement Providers, Students, and The University were added. Hyperlink removed for University of Essex Placement Staff Handbook due to it being incomplete but information to contact the Placements Team for access remains.		
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<b>The Summary of Academic Policy Decisions is circulated to:</b>
Heads and Directors of Departments, Schools and Centres
Directors of Education
Heads of Academic Section Teams
Academic Services Senior Management Group
Department Managers/Administrators
Pro-Vice-Chancellors
Executive Deans
Faculty Deans (Undergraduate & Postgraduate)
Academic Registrar
Faculty Managers
Faculty Education Managers
Quality and Academic Development Managers
Progress Managers
Assessment Managers
Students' Union
Governance Office
If a staff role should be added to this list, please email <a href="mailto:quad@essex.ac.uk">quad@essex.ac.uk</a>