

## Summary of academic policy decisions, 2020-21

This summary includes decisions made at the following meetings:

Senate (4 November 2020)  
Senate (27 January 2021)  
Senate (28 April 2021)  
Senate (30 June 2021)

Education Committee  
(16 December 2020)

Academic Quality and Standards  
Committee (26 May 2021)

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 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
<b>Late Submission of Coursework Policy</b>	Academic offences	All taught provision	<b>Jodie Field</b> , Senior Assessment Manager	That on the recommendation of the Chair of Education Committee, the Chair of Senate has approved a set of amendments to the <a href="#">Late Submission of Coursework Policy</a> to incorporate reference to take-home exams, to apply with immediate effect. Full details are set out in Appendix A of the linked paper.	Immediate effect	<a href="#">Senate 04/11/2020, Paper S/20/64, Appendix A</a>
<b>Admissions policies</b>	Admissions	All provision	<b>Mandy Chetham</b> , Director of Admissions	That the changes to the Undergraduate ( <a href="#">Senate paper S/21/55 Appendix J</a> ) and Postgraduate ( <a href="#">Senate paper S/21/55 Appendix K</a> ) Admissions policies be approved for the 2022-23 admissions cycle, predominantly to update terminology or minor changes relating to admissions processes and procedures.	For 2022-23 admissions cycle	<a href="#">Senate 30/06/2021, Paper S/21/55, Appendices J-K</a>
<b>Award and Conferment of Degrees and Posthumous Degrees</b>	Assessment	Postgraduate research provision	<b>Laura Ruddick</b> , Senior PGRE Manager	That the following changes to current <a href="#">regulation for the Award and Conferment of Degrees and Posthumous Degrees</a> be approved with immediate effect:  6.29. (a) For a taught award, in the event of a candidate's death, the Board of Examiners may <u>confer</u> the award of a degree, diploma or certificate post obitum provided that it is satisfied that there is sufficient evidence that the candidate would have successfully	Immediate effect	<a href="#">Senate 04/11/2020, Paper S/20/86, Appendix A</a>

				<p>completed the intended award and that the candidate had successfully completed at least two-thirds of the programme of study.</p> <p><u>(b) For a research award, in the event of a candidate's death, the Chair of the relevant Faculty Education Committee or nominee may confer the award of a research degree listed in the Principal Regulations for Research Degrees post obitum provided that, following the report from the examiners, they are satisfied that; the work submitted is the candidate's own; that the standard, quantity and originality of the research work completed has been judged to be that normally required to submit for examination for the proposed award; and that enough of the research has been completed and written-up to allow a proper assessment to be made of the thesis.</u></p>		
<b>Rules of Assessment</b>	Assessment	Postgraduate taught provision	<b>Aron Hugh</b> , Project Officer	That the Rules of Assessment for Full-Time Taught Masters Degrees with a January Start ( <a href="#">Models 1</a> and <a href="#">2</a> ), as set out in Appendix B of the linked paper, be approved with effect from 2020-21.	From 2020-21	<a href="#">Senate 04/11/2020, Paper S/20/86, Appendix B</a>
<b>Exam papers and Exam Boards</b>	Assessment	All taught provision	<b>Jodie Field</b> , Senior Assessment Manager <b>Wendy Clifton-Sprigg</b> , Deputy Director (Student Administration and Policy)	That the exam paper and Exam Board action plan for Departments, Assessment Team, and Exams Office outlined in appendix D of the linked paper be approved for implementation in 2020-21.	Immediate effect	<a href="#">Education Committee 16/12/2020, Paper EC/20/95, Appendix D</a>
<b>Alternative Assessment</b>	Assessment	All taught provision	<b>Jodie Field</b> , Senior Assessment Manager <b>Wendy Clifton-Sprigg</b> , Deputy Director (Student Administration and Policy)	<p>That for 2020-21, departments should ensure that where exams are replaced with online assessment, the format of the assessment is reviewed to take advantage of the open-book format to create a robust and authentic assessment instrument.</p> <p>That departments should ensure that students know about the format of the online assessment in 2020-21 and what is expected</p>	From 2020-21	<a href="#">Senate 27/01/2021, Paper S/21/10</a>

				of them, and are supported in their preparations for online exams.		
<b>Alternative Assessment</b>	Assessment	All taught provision	<b>Jodie Field</b> , Senior Assessment Manager <b>Wendy Clifton-Sprigg</b> , Deputy Director (Student Administration and Policy)	<p>That Section 2a of the <a href="#">Assessment Policies</a> be amended as follows, with immediate effect.</p> <p>iii. <del>Except in the case of formal examinations and written coursework of the traditional type, departments</del> <u>Departments</u> are required to inform students in writing of the purpose of each form of assessment used. Normally this will be done through the introductory information for the module concerned.</p> <p>iv. <del>Except in the case of formal examinations,</del> <u>Departments</u> are expected to provide students with formative practice in each mode of assessment.</p> <p>That departments using Moodle for MCQs are required with immediate effect to adopt procedures to use the question bank and randomisation features to reduce the potential for academic misconduct, including use of randomisation features, and consideration of use of the question bank, with due regard to safeguarding fairness for students.</p>	Immediate effect	<a href="#">Senate 27/01/2021, Paper S/21/10</a>
<b>Alternative Assessment</b>	Assessment	All taught provision	<b>Jodie Field</b> , Senior Assessment Manager <b>Wendy Clifton-Sprigg</b> , Deputy Director (Student Administration and Policy)	<p>That from 2021-22, open-book exams replace closed-book exams except where there is a good case for retaining closed-book exams, for example PSRB requirements.</p> <p><b>This decision was made at the Senate held on 27 January 2021. Departments should refer to subsequent communications regarding Alternative Assessment in order to ensure that they have the most up-to-date information.</b></p>	From 2021-22	<a href="#">Senate 27/01/2021, Paper S/21/10</a>

<b>Alternative Assessment</b>	Assessment	All taught provision	<b>Jodie Field</b> , Senior Assessment Manager <b>Wendy Clifton-Sprigg</b> , Deputy Director (Student Administration and Policy)	<p>That departments review the role of closed-book exams in module assessment to be completed as part of the Annual Update for 2022-23 and agree with the Deputy Dean (Education) where there is a good case to retain a closed-book exam. Exceptions should be approved by the Deputy Dean (Education), in consultation with the Academic Registrar and the Pro-Vice-Chancellor (Education).</p> <p>That departments review module and course assessment strategies to ensure that the assessment requirements are proportionate and meaningful, taking into account the need to meet learning outcomes and the credit size of the module. Departments should pay particular attention to modules where it was agreed that the learning outcomes had already been met before exams. The review to be completed by the Annual Update for 2022-23.</p> <p><b>This decision was made at the Senate held on 27 January 2021. Departments should refer to subsequent communications regarding Alternative Assessment in order to ensure that they have the most up-to-date information.</b></p>	For 2022-23 Changes will be considered during the 2021-22 Curriculum Update cycle	<a href="#">Senate 27/01/2021, Paper S/21/10</a>
<b>Rules of Assessment</b>	Assessment	All taught provision	<b>Deanna Walker</b> , Assessment Manager	<p>That changes to the <a href="#">Rules of Assessment</a> be implemented with effect from 2020-21, as set out in Senate paper S/21/18 Appendix A.</p> <p><b>Variations to the Undergraduate Rules of Assessment</b></p> <p>A) Proposed change to the wording of the Undergraduate Rules of Assessment for Four Year Honours Degrees</p> <p>With effect from 2020/21 to change the wording of the text in Table 4.2: Options considered by the Board of Examiners if you have a Year mark of 20 or above, of the Four Year Honours</p>	From 2020-21	<a href="#">Senate 27/01/2021, Paper S/21/18, Appendix A</a>

				<p>Degrees rules of assessment for Year one and Year two students. This does not change the meaning of the rules but ensures clarity for students and staff using these rules.</p> <p><b>Variations to the Taught Postgraduate Rules of Assessment</b></p> <p>B) Proposed Variation to the Postgraduate Masters with Professional Placement Rules of Assessment</p> <p>With effect from 2020/21 to include the criteria that students must pass the placement module in order to be eligible for an exit award of PG Certificate with the title 'with Professional Placement'. This will apply to all cohorts (except for the 2018 or 2019 cohort going through the final boards in the Autumn of 2020 or final boards in the Spring/Summer of 2021 following reassessment or extensions).</p> <p><b>Other changes to Rules of Assessment</b></p> <p>C) Proposed change to the wording of the Rules of Assessment and accompanying Glossary for Condonement</p> <p>With effect from 2020/21 to include additional wording in relevant sections of all rules of assessment and the accompanying glossary, to provide further clarity that, where credits are condoned, the module mark will still be used to calculate the year mark and the degree mark (or for PGT courses, the overall weighted average for the taught modules and the overall weighted average). This will apply to all taught courses where condonement is permitted.</p>		
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<b>No Detriment</b>	Assessment	All taught provision	<b>Jodie Field</b> , Senior Assessment Manager	<p>That a temporary Force Majeure provision be approved to permit reassessment in more than 60 credits for undergraduate students and to remove the requirement to pass more than 60 credits at the first attempt for taught postgraduate students, with effect until the end of September 2021 and extending to September 2022 for students whose assessment or learning opportunities were impacted by Covid-19 during 2020-21 but whose outcomes are being considered by a Board of Examiners in 2021-22.</p> <p>That for all taught students who fail a module, Boards of Examiners will automatically offer uncapped reassessment, with no requirement to submit an extenuating circumstances claim.</p> <p>In applying the <a href="#">Extenuating Circumstances Policy</a> for all taught students in 2020-21:</p> <ul style="list-style-type: none"> <li>a. Students can self-certify in support of all extenuating circumstances claims</li> <li>b. Where a student submits an extenuating circumstances claim for a module that has been passed, the Board of Examiners will offer an uncapped voluntary attempt at reassessment.</li> </ul> <p>That in 2020-21, Boards of Examiners will review all module cohort marks.</p>	Immediate effect	<a href="#">Senate 27/01/2021, Paper S/21/11</a>
<b>Assessment in 2021-22</b>	Assessment	All taught provision	<b>Jodie Field</b> , Senior Assessment Manager	<p>That assessment in 2021-22 will be remote, with exceptions where in-person assessment is essential, to be agreed by the Deputy Deans (Education) in consultation with the Pro-Vice-Chancellor and Academic Registrar as appropriate.</p> <p>Where in-person assessment is required, clear communications are led by the relevant Departments and Schools to applicants and returning students to ensure full understanding for those students of the implications.</p>	For 2021-22	<a href="#">Senate 28/04/2021, Paper S/21/25</a>

<p><b>Rules of Assessment</b></p>	<p>Assessment</p>	<p>Undergraduate provision</p>	<p><b>Jodie Field</b>, Senior Assessment Manager  <b>Aron Hugh</b>, Project Officer  <b>Claire Watts</b>, Assessment Manager  <b>Kimberley Wright</b>, Assessment Manager</p>	<p>To incorporate an Ordinary Degree as an exit award into the <a href="#">Undergraduate Rules of Assessment</a> with immediate effect.</p> <p>That only Essex modules (including modules taken at Partner Institutions) and modules achieved during a term abroad should be included in the eligibility criteria and not credits attained on a year abroad/placement year.</p> <p>That the text relating to exit awards in recommendation 3 of the linked document is added to the 3-year Rules of Assessment (and equivalent in the 4-year Rules of Assessment).</p> <p>That Ordinary Degrees are added to Table 1.2 of the Awards in the <a href="#">Principles and Framework</a> document, as set out in <a href="#">Senate paper S/21/31 Appendix A</a>.</p> <p>That the text relating to exit awards in recommendation 5 of the linked document is added to the 3-year Rules of Assessment:</p> <p>That the award title for an Ordinary Degree should be Bachelor of Arts or Bachelor of Science, without the word Honours, and that Ordinary Degree should be used in place of the degree classification.</p> <p>That degrees with a protected title should continue to use an alternative title for exit awards, where necessary, as set by the relevant professional body.</p> <p>That degrees without a protected title should use the same title for the Ordinary Degree as for the original Honours degree with the addition of the following explanatory text on the Higher Education Achievement Report (HEAR):  <i>Where an Ordinary Degree is awarded as an exit award, the degree title is based on the</i></p>	<p>Immediate effect</p>	<p><a href="#">Senate 28/04/2021, Paper S/21/31</a></p>
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<b>Assessment Policies</b>	Assessment	All taught provision	<p><b>Jodie Field</b>, Senior Assessment Manager  <b>Aron Hugh</b>, Project Officer  <b>Claire Watts</b>, Assessment Manager  <b>Kimberley Wright</b>, Assessment Manager</p>	<p>Rollover of <a href="#">policies</a>; any interim changes in response to COVID-19 captured through Force Majeure and implementation of the No Detriment approach.</p> <p>Minor updates as follows:</p> <p>2. Methods of Assessment</p> <p>a) i) Departments are permitted to introduce a wide range of assessment methods with the approval of the <del>relevant Faculty Board</del> Quality and Development (QUAD) team or <u>Faculty Dean (PG/UG/Research) acting on its behalf</u>. In the case of modes of assessment not previously used in the University the <del>Academic Board</del> Faculty Dean will also be involved in the initial approval process.</p> <p>a) iii) <u>Departments are required to inform students in writing of the purpose of each form of assessment used. Normally this will be done through the introductory information for the module concerned.</u></p> <p>a) iv) <u>Except in the case of formal examinations,</u> Departments are expected to provide students with formative practice in each mode of assessment.</p> <p>4. Marking Policies</p> <p>f) <u>Module Cohort Performance (Senate, January 2021) As part of the annual</u></p>	For 2021-22	<a href="#">Academic Quality and Standards Committee 26/05/2021, Paper AQSC/21/16</a>

				<p><u>planning/quality processe, module performance for the cohort, for all taught modules, should be reviewed by departments against the performance in the module for the past three years. Where the module cohort performance is not as expected, marks should be reviewed. Where there are concerns about module outcomes in a particular year, the University's Mark Scaling Policy could be applied.</u></p> <p>7. Operation of Boards of Examiners' meeting f) <u>Posthumous Awards (Senate, November 2020)</u> <u>For a taught award, in the event of a candidate's death, the Board of Examiners may confer the award of a degree, diploma or certificate post obitum provided that it is satisfied that there is sufficient evidence that the candidate would have successfully completed the intended award and that the candidate had successfully completed at least two-thirds of the programme of study.</u></p> <p>Other updates made to the terminology in line with the main policy, if held elsewhere.</p>		
<b>Statement on Variation to the Rules of Assessment</b>	Assessment	Undergraduate provision	<b>Jodie Field</b> , Senior Assessment Manager <b>Aron Hugh</b> , Project Officer <b>Claire Watts</b> , Assessment Manager <b>Kimberley Wright</b> , Assessment Manager	Rollover of policy; minor update to <a href="#">website</a> relating to where queries on variations to the rules of assessment should be directed.	For 2021-22	<a href="#">Academic Quality and Standards Committee 26/05/2021, Paper AQSC/21/16</a>
<b>University Marking Policy</b>	Assessment	All provision	<b>Liz Laws</b> , Senior Quality and Academic Development Manager	Rollover of templates and <a href="#">policy</a> . No major changes. Update to include link to refreshed GTA/GLA mark request form and removal of the term 'bridging year' noted in the purpose of the policy on page 1.	For 2021-22	<a href="#">Academic Quality and Standards Committee 26/05/2021, Paper AQSC/21/16</a>

<p><b>Alternative Assessment</b></p>	<p>Assessment</p>	<p>Undergraduate provision</p>	<p><b>Jodie Field</b>, Senior Assessment Manager  <b>Aron Hugh</b>, Project Officer  <b>Claire Watts</b>, Assessment Manager  <b>Kimberley Wright</b>, Assessment Manager</p>	<p>That September 2021 Reassessment Exam Boards offer trailing as part of the <a href="#">No Detriment Policy</a> in 2020/21, which should be for a maximum of 30 non-core credits which includes any failed credits being carried from previous years of study.</p> <p>That undergraduate reassessment over the summer in 2020-21 is limited to a total of 120 credits including reassessment in trailed credits from 2019/20.</p> <p>That undergraduate students cannot progress to the next year of study in 2021-22 if they have not passed trailed credits from 2019-20 and these failed credits cannot be condoned.</p> <p>That as part of the <a href="#">No Detriment Policy</a> in 2020-21, students who achieve a year mark below 20 be offered 'Repeat Year at First Attempt' and 'Resit' as an outcome at the summer exam boards and 'Repeat Year at First Attempt' only at the September exam boards.</p> <p>That as part of the <a href="#">No Detriment Policy</a> in 2020-21, up to 45 non-core PGT credits can be trailed into the next year as long as 1/3 of the credits taken in the current year have been passed.</p> <p>Regarding the timing of exam reassessment for trailed postgraduate modules, these should take place in the January examination period to avoid overload of examination assessment in the summer term. However, departments should have flexibility to hold the reassessment in the summer term for students who are trailing modules into a placement year and don't have other examinations to take.</p>	<p>Immediate effect</p>	<p><a href="#">Senate 28/04/2021, Paper S/21/32</a></p>
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<b>Postgraduate Research Viva Examinations</b>	Assessment	Postgraduate research provision	<b>Laura Ruddick</b> , Senior Postgraduate Research Education Manager	<p>That the existing regulations and codes governing postgraduate research viva examinations be updated to permit both Video Link Vivas and In-Person vivas as standard viva examination formats (without necessitating special permission from the Faculty DD PGRE).</p> <p>That the <a href="#">Principal Regulations for Research Degrees</a> be updated as outlined in <a href="#">Senate paper S/21/55 Appendix A</a>, to reflect the use of both remote and in-person vivas as routine vivas formats.</p> <p>That the <a href="#">Code of Practice for Research Degrees</a> be updated as outlined in <a href="#">Senate paper S/21/55 Appendix B</a>, to reflect the use of both remote and in-person vivas as routine vivas formats.</p> <p>That the PGRE Team updates the current '<a href="#">Policy on the Conduct of a Research Degree Viva by Video Link, Skype or an equivalent audio-visual service</a>' such that it becomes the 'Policy on the Conduct of a Research Degree Viva'. This Policy (and ancillary guidance documents for students and staff) will be updated to reflect the parity and availability of both In-person and Video Link viva formats.</p>	From 2021-22	<a href="#">Senate 30/06/2021, Paper S/21/55, Appendices A-B</a>
<b>Rules of Assessment</b>	Assessment	All taught provision	<b>Jodie Field</b> , Senior Assessment Manager <b>Aron Hugh</b> , Project Officer <b>Claire Watts</b> , Assessment Manager <b>Kimberley Wright</b> , Assessment Manager	That the changes to the <a href="#">Rules of Assessment</a> be approved as set out in <a href="#">Senate paper S/21/55 Appendix F</a> .	Various	<a href="#">Senate 30/06/2021, Paper S/21/55, Appendix F</a>

<b>Professional Codes of Conduct</b>	Codes of conduct	All provision	<b>Rebecca Funnell</b> , Senior Student Progress Manager	<p>That changes to the Professional Codes of Conduct for East 15 Acting School and for Edge Hotel School be approved with effect from 2021-22, as set out in <a href="#">Senate paper S/21/55 Appendix L and M</a>.</p> <p>That changes to the Variations to the Rules of Assessment for both East 15 Acting School and Edge Hotel School be approved as outlined in the <a href="#">linked document</a>.</p>	From 2021-22	<a href="#">Senate 30/06/2021, Paper S/21/55, Appendices L-M</a>
<b>New Course and Module Approvals</b>	Course design and structure	All provision	<b>Liz Laws</b> , Senior Quality and Academic Development Manager	<p>Rollover of templates with minor changes and <a href="#">policy</a>; dates amended for 2020-21 deadlines. Minor updates to include accessibility and inclusivity and questions around offering online/blended study.</p> <p>Enhanced <a href="#">framework</a> for requirements for external input to existing courses and modules.</p>	For 2021-22	<p><a href="#">Academic Quality and Standards Committee 26/05/2021, Paper AQSC/21/16</a></p> <p><a href="#">Academic Quality and Standards Committee 26/05/2021, Paper AQSC/21/20</a></p>
<b>Timelines for curriculum update</b>	Course design and structure	All taught provision	<b>Liz Laws</b> , Senior Quality and Academic Development Manager	<p>That the following next steps to transition to new timelines for curriculum update be approved:</p> <ol style="list-style-type: none"> <li>1. Aim to start the transition to new timelines during the 2022/23 update cycle, including the steps to move towards stronger compliance during 2021/22. Review the feasibility of requiring changes during December/ January given FEC concerns over other commitments during the autumn term.</li> <li>2. Identify and define good practice, expectations and potential tools for department liaison and consultation with students (and applicants where needed).</li> <li>3. Departments to ensure clearer information is provided when changes are requested, particularly in the case of exceptional late changes.</li> <li>4. Work with department representatives to look into how courses can be developed over</li> </ol>	Activity during 2021-22 for new timelines in 2022-23	<a href="#">Senate 30/06/2021, Paper S/21/55</a>

				<p>time, working within the CMA requirements to confirm core CMA information earlier.</p> <p>5. Departments to review course and module aims and outcomes to check the course/modules can flex without needing to amend course information as frequently. This could be carried out during the next Curriculum Update cycle.</p> <p>6. Identify developments needed to allow us to publish two academic years at the same time.</p>		
<b>PGT Credit Framework</b>	Credit frameworks	Postgraduate taught provision	<b>Jodie Field</b> , Senior Assessment Manager	<p>That the wording of the <a href="#">PGT Credit Framework</a> be amended as outlined in Item for Decision 6 of the linked paper, to reflect updates to the approval process for 10-credit modules in departments operating the 20/40 credit model.</p>	Immediate effect	<a href="#">Senate 28/04/2021, Paper S/21/32</a>
<b>Policy on re-use of credit</b>	Credit frameworks	All provision	<b>Liz Laws</b> , Senior Quality and Academic Development Manager	<p>That the following changes to the <a href="#">Re-use of Credit Policy</a> be approved with immediate effect:</p> <p>a. University of Essex students, including those studying at Partner Institutions, that have been granted a staged award (such as a PG Cert or Dip) can use those credits towards another award at the University with a higher volume of credits at the same level. See <a href="#">linked paper</a> for more detail.</p> <p>b. For all other awards and for students with non-Essex credits/awards, students would be permitted to re-use credits up to the value of the APL policy on a new award at a higher, equivalent, or lower level.</p> <p>c. Proposed Criteria as set out in <a href="#">Senate paper S/21/55 Appendix D</a> would also apply.</p>	Immediate effect	<a href="#">Senate 30/06/2021, Paper S/21/55, Appendix D</a>
<b>Decolonising the Curriculum</b>	Curriculum	All taught provision	<b>Hannah Gibson</b> , Co-Chair of the Race Equality Self Assessment Team	<p>The following actions to support the University's work in decolonising the curriculum:</p> <p>- All departments to have an action plan to decolonise their curriculum with a timescale for</p>	By June 2021	<a href="#">Senate 04/11/2020, Paper S/20/86, Item for Decision 1</a>

				<p>completion. Plans to be submitted to the Deputy Dean (Education) by June 2021.</p> <p>- A series of resources be developed to support departments to decolonise their curricula.</p> <p>- A series of events to support departments in decolonising their curricula be held.</p>		
<b>Fitness to Practise Procedure</b>	Fitness to Practise	All provision	<b>Kirstie Sceats</b> , Student Progress Manager	<p>That the changes to the <a href="#">Fitness to Practise Procedure</a>, as set out in Senate paper <a href="#">S/21/55 Appendix H</a>, be approved with effect from 2021-22.</p> <p>Changes to this paper encompass:</p> <ul style="list-style-type: none"> <li>▪ Timescales</li> <li>▪ Early resolution</li> <li>▪ Confidentiality and disclosure</li> <li>▪ Operational processes for calling witnesses or postponing a Fitness to Practise Committee meeting</li> <li>▪ Amendment to procedure for Temporary Exclusion Orders</li> <li>▪ Amendment to process for issuing Completion of Procedures letters</li> </ul>	From 2021-22	<a href="#">Senate 30/06/2021, Paper S/21/55, Appendix H</a>
<b>Work-based Learning Policy</b>	Industry and placements	All taught provision	<b>Liz Laws</b> , Senior Quality and Academic Development manager	<p>Rollover of templates and <a href="#">policy</a>, with minor amendment to page 4 on the 'Responsibilities' section to ensure that the Student Development Team are consulted at the design stage to ensure that the offer is feasible and there is capacity for SDT to support the new activity and point 4.9 to note that where there is a non-mandatory placement year the responsibility could be delegated to the Student Development Team with prior agreement.</p>	For 2021-22	<a href="#">Academic Quality and Standards Committee 26/05/2021, Paper AQSC/21/16</a>

<b>Reading lists</b>	Library	All taught provision	<b>Clare French</b> , Assistant Director - Content and Digital Systems <b>Hannah Groom</b> , Content Delivery Librarian	<p>The following definition of what essential means in the context of a reading list item: <i>All students must read or watch this resource to be able to complete the module or engage with the teaching for that week</i></p> <p>That all “essential” resources should be available online (with academic staff choosing alternative resources where this is not possible, with Library support)</p> <p>That the following timeline is adopted to ensure that all “essential” resources are available online to students by the start of the academic year:</p> <p>Rollover of reading lists on Talis <u>by end of first week in April</u> Resources to be available to students <u>by 1 October</u></p>	For 2021-22	<a href="#">Senate 28/04/2021, Paper S/21/32</a>
<b>Annual Review of Courses (ARC)</b>	Monitoring and review	All provision	<b>Liz Laws</b> , Senior Quality and Academic Development	Rollover of templates and <a href="#">policy</a> ; reference to dates amended for 2021-22 deadlines. Minor changes to the report templates are detailed in the <a href="#">linked paper</a> .	For 2021-22	<a href="#">Academic Quality and Standards Committee 26/05/2021, Paper AQSC/21/17</a>
<b>External Examiners</b>	Monitoring and review	All taught provision	<b>Liz Laws</b> , Senior Quality and Academic Development	<p>Rollover of templates and <a href="#">policy</a>; reference to dates amended for 2020-21 deadlines. Minor update to <a href="#">website</a> to provide clarification which reflects current practice on nominating External Examiners from the same institution.</p> <p>Enhanced <a href="#">framework</a> for requirements for external input to existing courses and modules.</p>	For 2021-22	<a href="#">Academic Quality and Standards Committee 26/05/2021, Paper AQSC/21/16</a>  <a href="#">Academic Quality and Standards Committee 26/05/2021, Paper AQSC/21/20</a>
<b>Periodic Review</b>	Monitoring and review	All taught provision	<b>Liz Laws</b> , Senior Quality and Academic Development	Revised Periodic Review <a href="#">reflective document template</a> , <a href="#">supporting documentation list</a> and <a href="#">rolling cycle of review</a> .	For 2021-22	<a href="#">Academic Quality and Standards Committee 26/05/2021, Paper AQSC/21/18</a>

<b>Student Engagement Policy</b>	Progress and appeals	All taught provision	<b>Rebecca Funnell</b> , Senior Student Progress Manager	The <a href="#">new policy</a> (appendix A of linked paper) and associated Regulation amendments (appendix B of linked paper) have been approved for implementation from 2020-21 onwards to replace the Progress Procedures for Taught Programmes of Study.	From 2020-21	<a href="#">Senate 04/11/20, Paper S/20/80</a>
<b>Extenuating Circumstances Policy</b>	Progress and appeals	All taught provision	<b>Jodie Field</b> , Senior Assessment Manager	<p>That on the recommendation of the Chair of Education Committee, the Chair of Senate has approved the additional underlined text to the list of recommendations available to a Board of Examiners, as set out in the section 23 of the <a href="#">Extenuating Circumstances Policy</a>, with immediate effect:</p> <p>In circumstances when a student is repeating a year and is prevented from undertaking further reassessment due to their serious extenuating circumstances, the change enables the Board of Examiners to instate marks/credits from the previous year where this would enable the student to satisfy the requirements for an award, including an appropriate exit award.</p> <p>The following addition has been made to the list of recommendations available to a Board of Examiners, as set out in the section 23 of the <a href="#">Extenuating Circumstances Policy</a>, with immediate effect:</p> <p><u>Exceptionally, where a student is repeating a year, in the case of serious extenuating circumstances that mean that a student is unable to undertake further reassessment, instate the marks/credits for a module(s) taken previously where the credits would make the difference between a student being eligible for an award, including an appropriate exit award, and otherwise having insufficient credits.</u></p>	Immediate effect	<a href="#">Senate 04/11/2020, Paper S/20/64, Section 5</a>

<b>Appeals, Academic Offences and Complaints</b>	Progress and appeals; academic offences; concerns and complaints	All taught provision	<b>Jonathan Wright,</b> Student Progress Manager	<p>That changes to the following procedures, as set out in <a href="#">Senate paper S/21/55 Appendix G</a>, be approved with effect from 2021-22:</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Academic Appeals for Undergraduate and Postgraduate Taught Students</a>, regarding the procedure for students requesting a Completion of Procedures letter</li> <li>▪ <a href="#">Student Complaints and Concerns Procedure</a>, regarding the procedure for a student to request an <a href="#">Internal Review of a Formal Complaint investigation</a></li> <li>▪ <a href="#">Progress and Appeals Procedures for Research Degree Students</a>, regarding the procedure for students submitting a written complaint</li> </ul> <p><a href="#">Academic Offences Procedures</a>, regarding the consultation process for alleged breaches of University's Code of Student Conduct; and the procedure for the resubmission of student work following an academic offence.</p>	From 2021-22	<a href="#">Senate 30/06/2021, Paper S/21/55, Appendix G</a>
<b>Postgraduate research policy and regulations</b>	Research	Postgraduate research provision	<b>Laura Ruddick,</b> Senior Postgraduate Research Education Manager <b>Andrew McCarthy,</b> Postgraduate Research Education Manager	<p>That changes to the following policies and Regulations, as set out in <a href="#">Senate paper S/21/55 Appendix I</a>, be approved with effect from 2021-22:</p> <ol style="list-style-type: none"> <li>1. The regulations governing PGR Change of Mode, to require part-time PGR students to undertake an even numbers of part-time terms before changing to full-time mode of study.</li> <li>2. The <a href="#">Code of Practice for Research Degrees</a>.</li> <li>3. The <a href="#">Policy on Leave of Absence (intermission) for Postgraduate Research Degree students</a>.</li> </ol>	From 2021-22	<a href="#">Senate 30/06/2021, Paper S/21/55, Appendix I</a>

<b>Study and Wellbeing Intervention Policy and Procedure</b>	Student support	All provision	<b>Danielle Booth</b> , Head of Student Wellbeing and Inclusivity	That the Study and Wellbeing Intervention Policy and Procedure be approved with effect from 2021-22, as set out in Senate paper S/21/55 Appendix C.  This replaces the <a href="#">Fitness to Study Policy and Procedure</a> .	Immediate effect	<a href="#">Senate 30/06/2021, Paper S/21/55, Appendix C</a>
<b>Student Representatives Policy</b>	Student voice	All taught provision	<b>Liz Laws</b> , Senior Quality and Academic Development Manager	Rollover of templates and <a href="#">policy</a> ; reference to dates amended for 2021-22 deadlines	For 2021-22	<a href="#">Academic Quality and Standards Committee 26/05/2021, Paper AQSC/21/16</a>
<b>Student Representatives Policy</b>	Student voice	All provision	<b>Liz Laws</b> , Senior Quality and Academic Development Manager	Rollover of <a href="#">policy</a> with minor updates including; <ul style="list-style-type: none"> <li>- Removing any previous reference to SSLC (this has been replaced by Student Voice Groups - SVGs)</li> <li>- the addition of a note to explain that student representatives would be recruited and trained at key points during the year to capture non-standard and January starts</li> <li>- removal of the role of Evaluation Representatives</li> <li>- Addition to Department Lead Representatives responsibilities - they would be responsible for reviewing the departmental handbook and would be involved in the course review process.</li> </ul> <ul style="list-style-type: none"> <li>- 4.4 Student Reps should attend all meetings excepted of their role. Attendance could be in person or facilitated remotely <del>(where distance learning has taken place within that term or to facilitate Student Voice Groups during placements, at the discretion of the Chair(s)).</del></li> <li>-5.2. This policy will be monitored by <del>agreed performance indicators between the SU and the University to ensure continuous improvement.</del></li> <li>- A3.4.4 - <del>where there are no Student Representatives available, the Faculty Convenor or nominated SU staff will chair/co-</del></li> </ul>	For 2021-22	<a href="#">Academic Quality and Standards Committee 26/05/2021, Paper AQSC/21/16</a>

				<p><u>chair the SVG and students can be co-opted to attend</u></p> <p>- A3.4.6 - <u>Co-opting other members onto SVG's:</u></p> <p><u>(i) Any student may be invited as a participant to the SVG at the discretion of the chair</u></p> <p><u>(ii) Other members of staff may be invited onto the SVG as an observer. Observers shall be invited to attend the SVG at the discretion of the Chair(s).</u></p> <p>- A.3.5.8. <u>A toolkit is available from the Student Experience Team that includes templates which should be used for recording minutes and actions.</u></p>		
<b>Technology to support education through COVID-19</b>	Teaching delivery	Undergraduate provision	<p><b>Jots Sehmbi,</b> Director of ITS</p> <p><b>Tessa Rogowski,</b> Assistant Director, ITS</p>	<p>A training programme was put together for both staff and students that supported the range of skills needed in order to deliver online teaching and learning in AY 2020-21.</p> <p>A pre-undergraduate course was created and this was made available to the entire student body not just those that started in 2020. This covered the essentials for thriving, computing equipment, email, timetabling, Moodle, Talis and FASER and where to get help.</p> <p>Education Committee approved that the online pre-undergraduate course created for 2020 is continued for new students joining beyond the academic year 20/21.</p>	For 2021-22	<p><a href="#">Education Committee, 16/12/2020, Paper EC/20/87</a></p>

<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)
Faculty Deans (Postgraduate)
Academic Registrar
Faculty Managers
Quality and Academic Development Managers
Postgraduate Research Education Team
Progress Managers
Assessment Managers
Graduation Manager
Students' Union
Governance Office
Partnerships Team
IT Services
If a role holder should be added to this list, please email <a href="mailto:quad@essex.ac.uk">quad@essex.ac.uk</a>