

## Summary of academic policy decisions, 2021-22

This summary includes decisions made at the following meetings:

Senate (8 September 2021)  
 Senate (3 November 2021)  
 Senate (26 January 2022)  
 Senate (27 April 2022)  
 Senate (29 June 2022)

Education Committee (6 October 2021)  
 Education Committee (15 December 2021)  
 Education Committee (16 February 2022)  
 Education Committee (21 March 2022)  
 Education Committee (13 June 2022)

Academic Quality and Standards Committee (25 May 2022)

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

Academic Quality and Standards Committee (20 October 2021)  
 Academic Quality and Standards Committee (2 February 2022)  
 Academic Quality and Standards Committee (9 March 2022)

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                                  |
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| <b>Academic Regulations Relating to Admissions</b> | Admissions | All provision | Mandy Chetham, Director of Admissions | That the changes to the <a href="#">Academic Regulations Relating to Admissions</a> be approved for 2022-23 as set out in Appendix H of the linked paper.  | From 2022/23                                | <a href="#">Senate, 29/06/2022, Paper S/22/53, Appendix H</a>           |
| <b>Admissions policies</b>                         | Admissions | All provision | Mandy Chetham, Director of Admissions | That the changes to the <a href="#">Undergraduate</a> (Appendix I of the linked paper) and <a href="#">Postgraduate</a> (Appendix J of the linked paper) Admissions policies be approved for the 2023-24 admissions cycle. | For 2023/24 admissions cycle                | <a href="#">Senate, 29/06/2022, Paper S/22/53, Appendices I &amp; J</a> |

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| <p><b>Review of Assessment 2020-21</b></p> | <p>Assessment</p> | <p>All taught provision</p> | <p>Wendy Clifton-Sprigg, Deputy Director of Academic Services</p> | <ol style="list-style-type: none"> <li>1. That the Faculty Deans (Undergraduate) review with departments the skills support for Year 0 and Year 1 students.</li> <li>2. That the Faculty Deans (Undergraduate) work with the departments that saw the largest decline in success rates to understand the reasons and any actions to be taken: Edge Hotel School, School of Law and Department of Psychology.</li> <li>3. That the Faculty Deans (Undergraduate) undertake work to understand the reasons behind the decline in success rates for Mature and Black students, and what actions need to be taken to reverse this.</li> <li>4. That the Faculty Deans (Undergraduate) ensure that, in accordance with the Student Engagement Policy, departments are prioritising contact with repeat year students with low or very low engagement.</li> <li>5. That the volume of reassessment that Boards of Examiners can offer to undergraduate students over the summer is not increased beyond 60 credits.</li> <li>6. That the volume of taught module reassessment is not increased beyond 60 credits and the requirement to pass 60 credits at the first attempt is reinstated in the taught postgraduate rules.</li> </ol> | <p>Immediate effect</p> | <p><a href="#">Education Committee, 15/12/2021, Paper EC/21/84</a></p> |
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|                                    |            |                      |  | <p>7. That the requirement in the UG Rules of Assessment that a student with a year mark below 20 is withdrawn from the University unless they have accepted Extenuating Circumstances be retained.</p> <p>8. That the Rules of Assessment Advisory Group be asked to bring forward changes to the UG rules of assessment to incorporate trailing to the March meeting of Education Committee.</p> <p>9. That relevant departments be consulted in the Spring term on whether trailing should be incorporated into the Part-time Taught Masters Rules of Assessment with a report and recommendation to the March meeting of Education Committee.</p> <p>10. That remote exam boards become the default mode of operation.</p> |             |  |
| <b>Exam Papers and Exam Boards</b> | Assessment | All taught provision | <p>Chantelle Whyborn,<br/>Assessment Manager</p> <p>Jodie Field,<br/>Senior Assessment Manager</p> | The action plan ensuring accuracy of exam papers and exam board outcomes provided in appendix B of the linked paper.   | Ongoing     | <a href="#">Education Committee, 16/02/2022, Appendix B</a>                            |
| <b>University Marking Policy</b>   | Assessment | All provision        | Aminah Suhail,<br>Quality Enhancement Manager  | <p>Rollover of <a href="#">policy</a>. Updated to reflect the future of assessment (S/21/73) paper and what was approved by Senate for 2022-23 and beyond.</p> <p><b>Section 1.3 Examination re-titled Assessment types</b></p>  | For 2022/23 | <a href="#">Academic Quality and Standards Committee, 25/05/2022, Paper AQSC/22/21</a> |

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|  |  |  | <p><b>Removal of:</b></p> <p><del>1.3.1 Only an examination which is invigilated should be classed as an examination and displayed as such on the transcript. This definition would also cover open book examinations and Stage 1 MCQ tests in Biological Sciences.</del></p> <p><del>1.3.2 Take-home examinations should be classed as coursework and departments would need to make this clear in the module information.</del></p> <p><del>1.3.3 Invigilated in-class tests and progress tests are classed as coursework.</del></p> <p><b><u>1.3 Assessment types</u></b></p> <p><u>1.3.1 Assessment is classified as either exams or coursework, according to definitions approved by Senate (S/21/73). Exams can be held either remotely or in-person. An overview of assessment types is given in Appendix D.</u></p> <p><u>1.3.2 As of 2022-23, open-book exams replace closed-book exams except where there is a good case for retaining closed-book exams, for example professional, statutory and regulatory body (PSRB) requirements. Such exceptions must be approved by the Faculty Dean.</u></p> <p><u>1.3.3 Open-book (unrestricted) - the student may access any resources to support them to answer the assessment. The work must be the student's own and guidance on the expected approach to</u></p> |  |  |
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|  |  |  |  | <p><u>referencing will be provided.</u></p> <p><u>1.3.4 Open-book (restricted) - this applies in the case of in-person exams where the student may only bring specified materials into the exam.</u></p> <p><u>1.3.5 Coursework formats include but are not limited to essays, presentations, projects, reports, portfolios, and oral exams.</u></p> <p><u>1.3.5a Tests are classified as coursework. They are scheduled in a student's teaching timetable. These can be open or closed-book, with closed-book requiring approval from the Faculty Dean. Tests can be in-person (invigilated) or remote. Closed-book tests would be held in-person. In-person tests can be computer-based (e.g., a Moodle Quiz or MCQ) and remote tests would normally be online.</u></p> <p><b>Removal of the following:</b></p> <p><b>1.11 Monitored assessment</b><br/> This is all assessment carried out under invigilation or supervision—for example: examinations, multiple-choice tests, time-controlled essays, open-book essays, presentations, performances, group discussions.</p> <p><b>1.12 Unmonitored assessment</b><br/> This is assessment that that is written in a student's own time—for example: essays, journal articles, lab reports.</p> |  |  |
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|  |                             |                      |  | <p>1.11 and 1.12 have been removed due to the changes as outlined in the future of assessment paper (S/21/73). A new Appendix D has been added, containing a table which outlines assessment types would be used from 2022-23.</p> <p><b>2.9.3 Anonymous Marking of Coursework</b></p> <p>a. All summative coursework should be marked anonymously where it is practical to do so.</p> <p>b. Where it is not practical for coursework to be marked anonymously, departments will make students aware, in advance of the assessment task, that this is the case.</p> <p><del>c. A guidance note on the operation of the policy on anonymous marking of coursework will be produced, and will be reviewed annually.</del></p> <p><u>c. Appendix A gives guidance on the operation of the policy on anonymous marking, and will be included in the annual review and rollover of the Marking Policy.</u></p> <p><b><u>Addition of Appendix D: Assessment types from 2022-23 on page 12.</u></b></p> |              |  |
| <b>Assessment Policies</b>                                   | Assessment                  | All taught provision | Chantelle Whyborn, Assessment Manager      | That the changes to the <a href="#">Assessment Policies</a> in relation to marks scaling be approved as set out in Appendix D of the linked paper.   | From 2022/23 | <a href="#">Senate, 29/06/2022, Paper S/22/53, Appendix D</a>                          |
| <b>New Course and Module Approvals - Taught and Research</b> | Course design and structure | All provision        | Aminah Suhail, Quality Enhancement Manager | Rollover of <a href="#">templates and policy</a> ; dates amended for 2022-23 deadlines.  | For 2022/23  | <a href="#">Academic Quality and Standards Committee, 25/05/2022, Paper AQSC/22/21</a> |

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| <p><b>Framework for student consultation and notification on course and module changes</b></p> | <p>Course design and structure</p> | <p>All taught provision</p> | <p>Dr Ceri Law, Senior Quality and Academic Development Manager</p> | <p>The framework in the linked paper for student consultation and notification on changes to courses and modules was approved for adoption as part of the guidance offered to university staff making changes to courses and modules.</p>   | <p>For 2022/23</p>      | <p><a href="#">Academic Quality and Standards Committee, 25/05/2022, Paper AQSC/22/20</a></p> |
| <p><b>Extenuating Circumstances Policy</b></p>   | <p>Extenuating Circumstances</p>   | <p>All taught provision</p> | <p>Wendy Clifton-Sprigg, Deputy Director of Academic Services</p>   | <p>i. That the <a href="#">Extenuating Circumstances Policy</a> be revised as follows: to permit a Board of Examiners to offer in-year reassessment in more than 60 credits to undergraduate students:<br/> <i>Where an Undergraduate student's performance has been affected by extenuating circumstances resulting in either a mark below a pass or a mark which is out of line with the rest of the grid in modules with a combined credit value over 60 credits, the exam board can allow the student to undertake reassessment in more than 60 credits over the Summer. This outcome can only be offered at the Summer exam board.</i><br/> ii. That the Extenuating Circumstances Policy be amended as follows: to permit the Board of Examiners to offer reassessment in more than 60 credits to postgraduate taught students:<br/> <i>Where a postgraduate student's performance has been affected by extenuating circumstances resulting in either a mark below a pass or a mark which is out of line with the rest of the grid in taught modules with a combined credit value over 60, the exam board can offer the student the opportunity to undertake reassessment in all affected modules.</i><br/> iii. That trailing in up to 30 non-core</p> | <p>Immediate effect</p> | <p><a href="#">Senate, 26/01/2022, Paper S/22/09</a></p>                                      |

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|   |                           |                      |  | credits, where the failure is condonable, be offered as part of the UG rules of assessment with immediate effect.<br>iv. That reassessment in trailed undergraduate modules be offered in the Winter exam period.<br>v. That the Extenuating Circumstances Policy be revised to include the following action for the Board of Examiners to take: where a student has significant ECs, or where due to circumstances within the host country a student is unable to complete their year abroad, but does meet the criteria for the title 'including period of study abroad' that this can be applied. |                  |  |
| <b>Extenuating Circumstances Policy</b> | Extenuating Circumstances | All taught provision | Wendy Clifton-Sprigg, Deputy Director of Academic Services | That the revisions to the <a href="#">Extenuating Circumstances Policy</a> be approved with immediate effect, as set out in Senate paper S/22/17 Appendix C.   | Immediate effect | <a href="#">Senate, 26/01/2022, Paper S/22/17, Appendix C</a>                          |
| <b>Fitness to Practise Policy</b>       | Fitness to Practise       | All provision        | Kirstie Sceats, Student Progress Manager                   | That the changes to the <a href="#">Fitness to Practise Policy</a> , as set out in Appendix F of the linked paper, be approved with effect from 2022-23.   | From 2022/23     | <a href="#">Senate, 29/06/2022, Paper S/22/53, Appendix F</a>                          |
| <b>Work-based Learning Policy</b>       | Industry and placements   | All provision        | Aminah Suhail, Quality Enhancement Manager                 | Industry and Placements Team reviewed the <a href="#">Policy</a> and updated terminology throughout the document regarding the involvement of the Work Based Learning (In Curricular) team. Updates were made to student visas and removal of references to Tier 4, and removal of references to Work Based Learning Toolkit. References added to Placement Academic Supervisors and use of Zoom to enable hybrid visits in work based learning. Contact details updated and QUAD reviewed Section 3 Course  | For 2022/23      | <a href="#">Academic Quality and Standards Committee, 25/05/2022, Paper AQSC/22/21</a> |

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|  |                         |                      |   | Design and Section 3.2 Learning Outcomes.  |                  |  |
| <b>Placement Whistleblowing Procedure</b>                | Industry and placements | All provision        | Aminah Suhail, Quality Enhancement Manager                                      | This <a href="#">procedure</a> was reviewed by the Quality and Academic Development team. Updates and corrections to terminology were made.  | For 2022/23      | <a href="#">Academic Quality and Standards Committee, 25/05/2022, Paper AQSC/22/21</a> |
| <b>Library Regulations</b>                               | Library                 | All provision        | Cathy Walsh, Director of Library and Cultural Services and University Librarian | That the changes to the <a href="#">Library Regulations</a> be approved with immediate effect, as set out in Senate paper S/22/17 Appendix A   | Immediate effect | <a href="#">Senate, 26/01/2022, Paper S/22/17, Appendix A</a>                          |
| <b>Library Content Development and Management Policy</b> | Library                 | All provision        | Ross Whitley, Content & Collections Manager                                     | That the new <a href="#">Library Content and Development and Management Policy</a> be approved as set out in the appendix A of the linked paper.   | For 2022-25      | <a href="#">Senate, 27/04/2022, Paper S/22/31, Appendix A</a>                          |
| <b>Annual Review of Courses (ARC)</b>                    | Monitoring and review   | All provision        | Aminah Suhail, Quality Enhancement Manager                                      | Rollover of <a href="#">templates and policy</a> ; reference to dates amended for next submission deadlines (for reports reflecting on 21/22).<br>Minor changes as detailed in linked paper. | For 2022/23      | <a href="#">Academic Quality and Standards Committee, 25/05/2022, Paper AQSC/22/22</a> |
| <b>External Examiners</b>                                | Monitoring and review   | All taught provision | Aminah Suhail, Quality Enhancement Manager                                      | Rollover of <a href="#">templates and policy</a> ; reference to dates amended for 2022-23 reporting deadlines.<br><br>Amendment to question 9 for reports reflecting on 2021-22.             | Immediate effect | <a href="#">Academic Quality and Standards Committee, 25/05/2022, Paper AQSC/22/22</a> |
| <b>Periodic Review</b>                                   | Monitoring and review   | All provision        | Aminah Suhail, Quality Enhancement Manager                                      | Review of <a href="#">templates, policy and schedule</a> .<br>No change to process. Updated information on webpages linked to above.   | For 2022/23      | <a href="#">Academic Quality and Standards Committee, 25/05/2022, Paper AQSC/22/21</a> |
| <b>Student Module Feedback</b>                           | Monitoring and review   | All provision        | Aminah Suhail, Quality  | Review of <a href="#">templates, policy and schedule</a> .   | For 2022/23      | <a href="#">Academic Quality and Standards</a>   |

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|   |                      |                      | Enhancement Manager   | No change to process. Updated information on webpages linked to above.  |              | <a href="#">Committee, 25/05/2022, Paper AQSC/22/21</a>       |
| <b>Procedures: Academic Appeals (Taught &amp; Postgraduate Research), Academic Offences, Student Code of Conduct, and Student Concerns and Complaints for 2022-23</b> | Progress and appeals | All provision        | Wendy Clifton-Sprigg, Deputy Director of Academic Services (Student Administration and Policy)<br><br>Tegan Locke, Senior Student Progress Manager<br><br>Kirstie Sceats, Student Progress Manager<br><br>Jonathan Wright, Student Progress Manager | That changes to the following procedures, as set out in Appendix E of the linked paper, be approved with effect from 2022-23: <ul style="list-style-type: none"> <li>▪ <a href="#">Academic Appeals for Undergraduate and Postgraduate Taught Students</a></li> <li>▪ <a href="#">Progress and Appeals Procedures for Research Degree Students</a></li> <li>▪ <a href="#">Academic Offences Procedures</a></li> <li>▪ <a href="#">Student Complaints and Concerns Procedure</a></li> <li>▪ <a href="#">Code of Student Conduct</a></li> </ul>   | From 2022/23 | <a href="#">Senate, 29/06/2022, Paper S/22/53, Appendix E</a> |
| <b>Referencing Policy and Code of Practice</b>  | Referencing          | All taught provision | Jonathan White, Assistant Director: Academic and Research Services, Library and Cultural Services.<br><br>Greg Cadge, Academic Liaison Librarian: Science and Health, Library and Cultural Services.  | A new Referencing Code of Practice, as set out in Appendix A of the linked paper, has been approved with effect from 2022-23 to replace the Referencing Policy, as follows: <ol style="list-style-type: none"> <li>1. The Referencing Code of Practice should apply to all taught programmes.</li> <li>2. Referencing and academic integrity education should be embedded into all taught programmes across the University. This should use the consistent teaching of the application of referencing and styles as a baseline, on which to build higher-level teaching of academic integrity concepts, which goes</li> </ol> | From 2022/23 | <a href="#">Senate, 29/06/2022, Paper S/22/53, Appendix A</a> |

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|  |             |                                 |   | <p>beyond the mechanics of referencing. The Library, Skills for Success, DITS and Organisational Development teams should have a role in working collaboratively with Departments and Schools to develop referencing and academic integrity education and support.</p> <p>3. A student should not fail an assessment based upon the inaccurate application of referencing style alone, where the student has made a clear attempt to apply the correct style, except where the Learning Outcome concerns applying referencing style.</p> <p>4. All Departments and Schools should continue to choose one referencing style for their taught programmes, but this will be extended so that one version of that referencing style is chosen. Departments and Schools with a subject or pedagogical need to use more than one style will be able to choose multiple styles, but they must also fix the versions of each style.</p> |                  |   |
| <b>Regulations Relating to Academic Affairs</b>  | Regulations | All provision                   | Wendy Clifton-Sprigg, Deputy Director of Academic Services    | <p>That that the <a href="#">Regulations Relating to Academic Affairs</a> be amended in relation to the following Force Majeure provisions with immediate effect:</p> <p>Amended text is available for reference in the linked document.</p>  | Immediate effect | <a href="#">Senate, 26/01/2022, Paper S/22/09</a>             |
| <b>Procedure for the Investigation of Allegations of Misconduct in Postgraduate Research</b> | Research    | Postgraduate Research provision | Sarah Manning-Press, Research Governance and Planning Manager | <p>That the <a href="#">Procedure for the Investigation of Allegations of Misconduct in Postgraduate Research</a>, as set out in Appendix B, be approved with effect from 2022-23.</p>  | From 2022/23     | <a href="#">Senate, 29/06/2022, Paper S/22/53, Appendix B</a> |

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| <b>PGR Policy and Regulations</b>     | Research           | Postgraduate research provision | Andrew McCarthy,<br>Postgraduate Research Education Manager  | That changes to the following procedures, as set out in Appendix G, be approved with effect from 2022-23: <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> <li>▪ <a href="#">Independent Chair Policy</a></li> </ul> | From 2022/23   | <a href="#">Senate, 29/06/2022, Paper S/22/53, Appendix G</a>   |
| <b>Educator Development Framework</b> | Staff development  | All taught provision            | Paul Smart, Head of Academic and Professional Practice<br><br>Samer Gharib, Education Developer<br><br>Erin Carman, Education Projects Officer | The Educator Development Framework as set out in Senate paper S/22/11, subject to the addition of Support for Assistant Lecturers to the list of roles under point 13.  | Immediate effect   | <a href="#">Senate, 26/01/2022, Paper S/22/11</a>               |
| <b>Student Engagement Policy</b>      | Student engagement | All provision                   | Will Ashbey, Student Progress Manager (Engagement)   | That the proposed amendments to the <a href="#">Student Engagement Policy</a> , with effect from 2022-23, as set out in the linked paper.   | From 2022/23   | <a href="#">Senate, 29/06/2022, Paper S/22/46</a>               |
| <b>Personal Tutor Policy</b>          | Student support    | All provision                   | Paul Smart, Head of Academic and Professional Practice<br>Dr Steve McMellor, Education Developer   | That Essential Training be implemented for <a href="#">Personal Tutors</a> ; with a confidence tool implemented this academic year and a short online course developed for implementation next academic year.<br><br>Further details on the activities planned to support Personal Tutoring are outlined in the linked paper.   | Confidence tool: immediate effect<br>Online course: from 2022-23 | <a href="#">Education Committee, 06/10/2021, Paper EC/21/66</a> |
| <b>Student Voice (Student</b>         | Student voice      | All provision                   | Aminah Suhail, Quality   | <a href="#">Policy</a> reviewed by Student Voice, SU and QUAD. Rollover of policy with minor  | For 2022/23  | <a href="#">Academic Quality and Standards</a>                  |

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| <b>Representation) Policy</b>        |                              |                      | Enhancement Manager   | updates including clarifying the language around expectations and updating reference to resources available.<br><br>Revised text provided in linked paper.   |                  | <a href="#">Committee, 25/05/2022, Paper AQSC/22/21</a>         |
| <b>Moodle Baseline</b>               | Teaching delivery            | All taught provision | Marty Jacobs, Head of TEL<br>Paul Smart, Head of Academic and Professional Practice | <p>1. That no additional minimum requirements be added to the <a href="#">Moodle Baseline</a> in 2021-22.</p> <p>2. That advanced tools available in Moodle (discussion forums, quizzes and adaptive lessons) be included in the Moodle Baseline Checklist for colleagues who wanted to focus on multimedia learning objects, such as video content, formative, self-directed learning activities, such as diagnostic quizzes or self-paced lessons, and communication-based learning activities, such as discussion forums.</p> <p>3. That the TEL team conduct a rolling programme of “supported reviews” of module pages in Moodle (beginning in January 2022). Module supervisors (or a suitable nominee) to also be encouraged to conduct a “self-review” of their module page(s) in Moodle using the Moodle Baseline Checklist as a starting point (January 2021).</p> | Immediate effect | <a href="#">Education Committee, 15/12/2021, Paper EC/21/88</a> |
| <b>Education Delivery in 2022-23</b> | Education delivery and plans | All taught provision | Dr Jill Holliday, Director of Academic Services                                     | <p>The following principles for education delivery in 2022-23:</p> <p>Principle 1: Essex remains a campus university and that our primary way of delivery of our education and the wider student experience will be on-campus and in-person.</p>   | From 2022/23     | <a href="#">Senate, 26/01/2022, Paper S/22/10</a>               |

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|  |  |  |  | <p>Principle 2: As a university, education delivery is built on best practice and student benefit. In line with the commitment in our Education Strategy to deliver a transformational education by encouraging impactful and innovative approaches, using learning from research (including pedagogical research) and national and international experiences, facilitating the meaningful dissemination and adoption of good and best practice (EO15), we will continue to develop blended delivery where it brings pedagogical benefits and enhances student engagement and attainment.</p> <p>Principle 3: All modules will have some element of in-person F2F teaching delivery or other teaching sessions (e.g. laboratory sessions, workshops, seminars etc). Exceptions require approval from the relevant Faculty Dean. Such exceptions are expected to include some online optional modules in collaboration with international partners, for example through our YUFE membership. These modules can be designed for wholly online delivery and offered as options for Essex students as well as students from across the YUFE consortium.</p> <p>That best practice innovation in delivery will be shared through our networks, led by our Faculty Deans and colleagues in Organisational Development to continue our progress towards the aims of the</p> |  |  |
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|                                      |                              |               |   | <p>Education Strategy.</p> <p>That further work will be undertaken to explore what a future model of blended learning at Essex would look like to help achieve the transformational educational experience outlined in our Education Strategy.</p>  |                  |   |
| <b>Education Action Plan 2021-22</b> | Education delivery and plans | All provision | Dr Lisa Smith, Dr Anna Hardiman-McCartney, Dr Louise Beard, Dr Leanne Andrews, Professor Natasha Lindstaedt, Professor Andrew Canessa, Faculty Deans (primary contacts for queries) | <p>That the following revisions to the <a href="#">Education Action Plan 2021-22</a> be made:</p> <ol style="list-style-type: none"> <li>Objective 2.3 be strengthened to ensure a greater focus on personal tutoring, consistency of education, and on the development and implementation of action plans to support, in particular actions arising from the latest NSS outcomes.</li> <li>Objective 2.5 be revised to create capacity in the short-term, and to allow for changes in student mobility arrangements to settle following Brexit, and the disruption caused by the pandemic. Senate has requested a Review of the International Student Experience for the 2021-22 AY which can inform EAP prioritisation in 2022-23.</li> <li>Objective 4.2 be revised. Work to follow-up on the Cross Departmental Task and Finish Group will be incorporated into Curriculum Review planning.</li> <li>Objective 4.6 be revised to remove the general reference to the Anti-Racism Action Plan. The action plan has now been reviewed and where relevant</li> </ol> | Immediate effect | <a href="#">Senate, 03/11/2021, Paper S/21/82</a> |

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|                                      |                              |                                 |  | <p>incorporated into other action planning. An example is Objective 3.1 which now ensures particular attention is paid to the needs of black students.</p> <p>5. Objective 7.2 be revised to make specific reference to education deliverables in the Sustainability Sub-Strategy.</p> |             |   |
| <b>Education Action Plan 2022-23</b> | Education delivery and plans | All provision                   | Dr Lisa Smith, Dr Anna Hardiman-McCartney, Dr Louise Beard, Dr Leanne Andrews, Professor Natasha Lindstaedt, Professor Andrew Canessa, Faculty Deans | The proposed Education Action Plan 2022-23, as set out in the <a href="#">linked paper</a> was approved.   | For 2022/23 | <a href="#">Senate, 29/06/2022, Paper S/22/50</a> |
| <b>Research Action Plan 2022-23</b>  | Research delivery and plans  | Postgraduate research provision | Dr Lisa Smith, Dr Leanne Andrews, Professor Andrew Canessa, Faculty Deans (Postgraduate)   | The proposed Research Action Plan 2022-23, as set out in the <a href="#">linked paper</a> was approved.  | For 2022/23 | <a href="#">Senate, 29/06/2022, Paper S/22/49</a> |

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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> |