

ANNUAL SUMMARY OF ACADEMIC POLICY DECISIONS 2018-19

This document provides the annual summary of key decisions made during the 2018-19 academic year at the following meetings:

Senate (S): 31/10/2018, 23/01/2019, 01/05/2019, 03/07/2019

Education Committee (EC): 03/10/2018, 12/12/2018, 13/02/2019, 25/03/2019, 19/06/2019

Academic Quality and Standards Committee (AQSC): 17/10/2018, 30/01/2019, 13/03/2019, 05/06/2019

SharePoint site (Senate): <https://sp.essex.ac.uk/committees/senate/SitePages/Home.aspx>

SharePoint site (Education Committee): <https://sp.essex.ac.uk/sections/academic/senate/Education%20Committee/Forms/AllItems.aspx>

All Ordinance changes are subject to Council approval.

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	Category	Name of New or Amended Policy	Summary of change approved	Link to source paper/committee minutes
1.	Taught Provision	Assessment Policies: Feedback ahead of reassessment	<ul style="list-style-type: none"> ▪ An addition to the Assessment Policies, Section 12c, with immediate effect, on a trial basis for summer 2019 in the first instance. Full details are set out in (S/19/20) Appendix A, specifically: <u>Where an undergraduate student has not passed a module(s) and is undertaking reassessment over the summer they should have access to feedback on the elements being reassessed. Where they are resitting an exam, they should be provided with written feedback on the exam, or other piece of work for which feedback has not already been provided, within two weeks of the publication of the results by the Board of Examiners. Feedback may take the form of feedback on candidates' overall performance in the exam/piece of assessed work and/or individual feedback on the candidate's exam script/assessed work. The feedback should be sent to the student by the department. It should follow the principles set out in the University's policy on Assessment Feedback.</u> 	Senate 01/05/2019 (S/19/26)

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2.	Taught Provision	Assessment Policies: Change to Marking Policies	<ul style="list-style-type: none"> <li data-bbox="801 204 1771 405"> <p>▪ The Assessment Policies be amended to remove Section 4 (i), with immediate effect: Departments must confirm the status of X9 module aggregate marks in advance of the Exam Board. For 14/15 this applies to UG students in Stage 2 and the Final Stage. For 15/16 onwards it will be extended to apply to UG students in Stage 1 and PGT students.</p> <li data-bbox="801 480 1771 1230"> <p>▪ The Marking Policy be amended as follows with effect from 2019-20: Reconciliation of marks 1.10.1 Where two members of staff are involved in marking a piece of work, the markers should make every effort to agree a mark, rather than merely averaging the two marks. Departments must keep a full record of both individual and agreed marks for all work which is second or double marked. 1.10.2 Where the two internal markers are unable to reach agreement, the department should make every effort to resolve the matter internally, for example by involving a third person to arbitrate or, if necessary, to act as a third marker. Work should only be sent to an External Examiner, who will be asked to arbitrate, in exceptional circumstances. The External <u>Examiner</u> must be given access to written comments from internal markers on the piece(s) of work involved. <u>The department should then make every effort to agree a mark by reference to comments from the three markers (not purely by averaging).</u> 1.10.3 <u>In instances where a mark is not agreed upon after involving a third marker, departments should seek further guidance and advice from Quality and Academic Development and the Deputy Dean (Education).</u></p> 	<p data-bbox="1805 204 2063 268">Senate 03/07/2019 (S/19/46)</p> <p data-bbox="1805 475 2063 539">Senate 03/07/2019 (S/19/46)</p>

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3.	Taught Provision	Rules of Assessment	<ul style="list-style-type: none"> ▪ The changes to the Undergraduate and Postgraduate Taught Rules of Assessment be approved as set out in (S/19/26) Appendix B, with regards to the School of Law, School of Computer Science and Electronic Engineering, and School of Sport Rehabilitation and Exercise Sciences. ▪ Changes considered by the Rules of Assessment Task and Finish Group be approved as set out in (S/19/46) item 3 on the report from Education Committee to Senate (under items for decision), including changes to Extenuating Circumstances Policy, Undergraduate Rules of Assessment, rules of assessment for Graduate Diplomas and Certificates, new rules for Postgraduate Modular Study and the development of maximum periods of study for taught postgraduate awards. ▪ The changes to the Rules of Assessment and Progression Requirements be approved as set out in (S/19/46) Appendix J for Edge Hotel School, East 15 Acting School. Department of Literature, Film and Theatre Studies, Department of Language and Linguistics, School of Sport Rehabilitation and Exercise Sciences, School of Health and Social Care, and Kaplan Open Learning. 	<p>Senate 01/05/2019 (S/19/26) (S/19/20)</p> <p>Senate 03/07/2019 (S/19/46) Minutes (298/19 – 304/19)</p> <p>Senate 03/07/2019 (S/19/46)</p>

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4.	Taught Provision	Rules of Assessment: variations for specific courses	<ul style="list-style-type: none"> ▪ Undergraduate 3 and 4-year rules With effect from 2018/19 the rules covering eligibility for an award be clarified in relation to failed credits and the minimum credits needed to achieve an honours degree; and that an equivalent addition be made to the Honours degree rules for Kaplan Singapore, Kaplan Open Learning and Edge Hotel School ▪ Changes were agreed to the variation to BSc Sports Therapy, BSc Physiotherapy, Language and Linguistics modern language courses, Edge Hotel School BA courses, Colchester Institute BA and Diploma Person Centred Counselling, Kaplan Open Learning. ▪ Northwest University – BSc Electronic Systems Engineering Rules of assessment to be amended – see Appendix A in papers (S/19/12) 	<p>Senate 31/10/2018 (S/18/57) Education Committee 03/10/2018 (EC/18/70)</p> <p>Senate 23/01/2019 (S/19/12)</p>
5.	Taught Provision	Framework for University of Essex Undergraduate Awards	<ul style="list-style-type: none"> ▪ TEFL Certificate The entry for the TEFL Certificate award in the University's <i>Framework for University of Essex Undergraduate Awards</i> be amended as detailed in Item 3 of paper (S/19/12), with effect from October 2019 	Senate 23/01/2019 (S/19/12)
6.	Taught Provision	Listen Again	<ul style="list-style-type: none"> ▪ Staff who choose to opt out of making Listen Again recordings available to all students on the module are required to provide a reason for their opt-out. These reasons will be collated and considered in the annual Listen Again report to Education Committee so that perceived barriers can be better understood and where appropriate removed. ▪ Opt-outs that exclude making lecture recordings available to students with specific learning disabilities require annual approval by the Deputy Dean (Education) of the alternative arrangements put in place in order to ensure that we continue to meet legal requirements. 	Senate 01/05/2019 (S/19/26)
7.	Taught Provision	Module Evaluation	<ul style="list-style-type: none"> ▪ The new framework for module evaluation, entitled Student Module Feedback, should be adopted as set out in (S/19/46) Appendix A. ▪ Guidance on providing respectful and constructive comments be added to the SAMT materials for students. ▪ The Student Assessment of Modules and Teaching (SAMT) survey continue to be used during 2019-20 	Senate 03/07/2019 (S/19/46)

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8.	Taught Provision	Cross Departmental Teaching	<ul style="list-style-type: none"> ▪ Departments and individuals should be encouraged to be involved in cross departmental teaching, where appropriate. <u>The Executive Dean(s) of the Faculties involved will lead determining where cross-departmental teaching is appropriate.</u> The importance of cross departmental teaching should be made explicit in our next Education Strategy. ▪ Formal arrangements for cross departmental teaching and related activities (eg preparation, marking and supervision) should be agreed between individuals and the department(s) and included in departmental workload allocation models. A record of department-level commitments should be held by the University and made accessible at faculty-level with the commitment normally lasting until the programme's next periodic review. <u>Further work will be undertaken to clarify the form of such formal agreements and how the record will be held centrally</u> ▪ The wording on the research leave application forms should be changed from 'including teaching on Faculty-based courses' to 'including teaching <u>Faculty-based courses and</u> on cross departmental modules and/or joint degree courses'. ▪ The current policy on reviewing courses and modules be amended as follows with effect from 2019-20 to strengthen the requirement to actively review our courses and modules: <i>In order to maintain appropriate optionality going forward, the process of reviewing the options lists of courses, and of reviewing courses and modules which have not had any students for three <u>consecutive</u> years, should be carried out annually during the Annual update. <u>Courses and modules that have not recruited in this period should be withdrawn except where a case to retain the provision is approved by the Executive Dean.</u></i> ▪ <u>That further consideration will be given to how joint degree courses are split and resources allocated to departments to ensure that it appropriate recognises the workload involved but also incentivises departments and colleagues to deliver cross-departmental teaching.</u> 	<p>Senate 03/07/2019 (S/19/46) Specific changes to the wording from the report can be found in the Minutes</p>

			<ul style="list-style-type: none"> ▪ The Deputy Deans Education to work with departments to review module status across degree courses to ensure there is a consistent approach to the designation of modules as 'core' and 'compulsory'. ▪ Good practice for cross departmental teaching be agreed as detailed in the Senate Minutes (297/19) 	
9.	Library	Reading Lists and academic engagement with the TALIS reading list service	<ul style="list-style-type: none"> ▪ Every student should have access to a structured reading list on TALIS for any module with prescribed reading. ▪ TALIS should be the sole channel for all module reading lists and that all required digitised and print content should be detailed on this list. ▪ Heads of Department to ensure that module supervisors are made aware of the timeline for engagement with TALIS and the Library to ensure appropriate access to reading. 	Senate 23/01/2019 (S/19/12)
10.	Research provision	PGR Thesis Embargo	<ul style="list-style-type: none"> ▪ The introduction of five new tiers of access: open access; redacted; embargoed for a limited period; controlled; and no access. ▪ That the Deputy Dean (PGRE) be responsible for approving thesis embargo and restricted access requests using the Approval of Title/Intention to Submit process. ▪ That students have a right of appeal against the decision of the Deputy Dean (PGRE) 	Senate 01/05/2019 (S/19/26) Education Committee 13/02/2019 (EC/19/07)

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11.	Research provision	PGR Supervisor Training and Development	<ul style="list-style-type: none"> ▪ The reframing of all the activities as “Supervisor Training and Development”, which includes an integrated and interactive suite of supervisor training and development opportunities that recognise different learning styles and are designed to support all colleagues’ professional development. ▪ To discontinue the use of the existing Epiqeuam “Supervising Doctoral Studies” resource and replace it with an in-house built, co-designed, user-friendly, Essex-needs specific, online resource, based on Moodle. ▪ That opportunities to discuss and support supervisor training and development are embedded within existing departmental fora. ▪ That a supervisor confidence tool is developed for all members of staff expected to engage in PGR training and development, i.e. prospective, currently active, and currently inactive supervisors. This tool will be the initial and minimal point of engagement with PGRE training and development. It will highlight areas of importance for supervisors to consider developing in their practice and will also be used to measure supervisors’ engagement with their development. ▪ That the online and department-level routes for monitoring of supervisor training and development are created, including an automatic recording of the confidence tool uptake. ▪ All supervisors to share the results of their diagnostic with their line manager as part of their appraisal/PDR and that engagement with supervisor training and development is reviewed in these meetings. 	Senate 01/05/2019 (S/19/26) Education Committee 13/02/2019 (EC/19/07)
12.	Research provision	PhD by Publication	<ul style="list-style-type: none"> ▪ That a new PhD by Publication regulation be introduced and that changes to the Principal Regulations for Research Degrees be approved, as set out in (S/19/46) Appendix G, with two minor changes to the regulation to specify that the critical analysis must be the candidate’s own work (see Minutes 312/19 and 313/19), with effect from 2019-20. 	Senate 03/07/2019 (S/19/46)

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13.	Research provision	Principal Regulations for Research Degrees	<ul style="list-style-type: none"> ▪ That the changes to the Policy on Thesis Submission, Deposit and Retention, as set out in (S/19/46) Appendix Q, be approved with effect from 2019-20. ▪ That the changes to the Policy on Leave of Absence (Intermission), as set out in (S/19/46) Appendix R, be approved with effect from 2019-20. ▪ That the changes to the Principal Regulations for Research Degrees, as set out in (S/19/46) Appendix S, be approved with effect from 2019-20. ▪ That the following change to the Policy on Dual and Joint Research Awards be approved with effect from 2019-20: <ul style="list-style-type: none"> '2. Joint Awards A joint award is a research programme which is co-developed by two (or more) degree-awarding bodies. All components must be successfully completed and lead to a single <u>joint</u> award. and a single certificate <u>The single award can be conferred with multiple certificates, all specifying the joint degree, and validated by and bearing the names of the joint award partners.'</u> ▪ That the following change to the Policy for the Appointment of Independent Chairs for Research Degree Vivas, be approved with effect from 2019-20: <ul style="list-style-type: none"> '2.Criteria for an Independent Chair To be nominated as an Independent Chair, the member of staff must: <ul style="list-style-type: none"> • Be a senior member of University Staff; • Be an experienced research examiner <u>Have examined at least one thesis at Essex;</u> and • Have a good understanding of the University's procedures and regulations for the award being examined.' 	Senate 03/07/2019 (S/19/46)

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14.	Academic Offences	Revisions to Academic Offences Procedures	<ul style="list-style-type: none"> That revisions to the Academic Offences Procedures, as set out in (S/19/46) Appendix K, be approved with effect from 2019-20. 	Senate 03/07/2019 (S/19/46)
15.	Progress and Appeals	Revisions to Appeals, Complaints, Fitness to Practice and PGR Appeals, and Extenuating Circumstances Policy	<ul style="list-style-type: none"> That the Progress and Appeals Procedures for Taught Programmes of Study be split into two separate procedures with effect from 2019-20. That the new procedures for Academic Appeals for Undergraduate and Postgraduate Taught Students be approved for implementation from 2019-20, as set out in (S/19/46) Appendix L. That the PGR Appeals Procedure be amended to stipulate that Professional Doctorate students wishing to appeal against the decision of a taught Board of Examiners should do so via the Academic Appeals Procedure for Undergraduate and Postgraduate Taught Students. That the new Progress and Appeals Procedures for Research Degree Students be approved for implementation from 2019-20, as set out in (S/19/46) Appendix M. That the amended procedures for Student Concerns and Complaints be approved for implementation from 2019-20, as set out in (S/19/46) Appendix N. That the revised Fitness to Practise Procedure be approved for implementation from 2019-20, as set out in (S/19/46) Appendix O. That the change to the Extenuating Circumstances Policy be approved for implementation from the start of the 2019-20 academic year as set out in (S/19/46) Section 11.g Note approved changes in Minutes (325/19) 	Senate 03/07/2019 (S/19/46) Minutes (314/19 onwards)
16.	Student Pregnancy and Maternity Policy		<ul style="list-style-type: none"> That the changes to the Student Pregnancy and Maternity Policy, as set out in (S/19/46) Appendix P, be approved with effect from 2019-20. 	Senate 03/07/2019 (S/19/46)

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17.	Late Submission Policy		<ul style="list-style-type: none"> That the changes to the Late Submission Policy, as set out in (S/19/46) Appendix T, be approved with effect from 2019-20. 	Senate 03/07/2019 (S/19/46)
18.	Admissions Policies		<ul style="list-style-type: none"> Changes to the Undergraduate (S/19/46) (Appendix U) and Postgraduate (S/19/46) (Appendix V) Admissions policies for the 2020-21 admissions cycle. 	Senate 03/07/2019 (S/19/46)
19.	Membership and terms of reference		<ul style="list-style-type: none"> That the membership and terms of reference for the Committees of Education Committee, for 2019-20, be approved as set out in (S/19/50). 	Senate 03/07/2019 (S/19/46)
20.	REF 2021	REF Code of Practice	<ul style="list-style-type: none"> Approval of the REF 2021 Code of Practice, available here 	Senate 03/07/2019 (S/19/36)

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