Summary of academic policy decisions, 2023-24

This summary includes decisions made at the following meetings:	**Senate (1 November 2023)** **Senate (24 January 2024)** **Senate (26 June 2024)** **Academic Quality and Standards Committee (22 May 2024)** *The following committees have been reviewed and no decisions relating to academic policy were made:* **Senate (17 April 2024)** **Education Committee (4 October 2023)** **Education Committee (13 December 2023)** **Education Committee (14 February 2024)** **Education Committee (21 March 2024)** **Education Committee (10 June 2024)** **Academic Quality and Standards Committee (September 2023)** **Academic Quality and Standards Committee (18 October 2023)** **Academic Quality and Standards Committee (December 2023)** **Academic Quality and Standards Committee (31 January 2024)** **Academic Quality and Standards Committee (6 March 2024)**

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 Procedures	Academic offences	All undergraduate and postgraduate taught provision	Tegan Locke, Senior Student Progress Manager Kirstie Sceats, Student Progress Manager	That changes to the Academic Offences Procedures, as set out in Appendix E of the linked paper, be approved with effect from 2024-25.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix E

			Ilse Verwulgen, Student Progress Manager			
Undergraduate and Postgraduate Admissions Policies 2024-25	Admissions	All levels of provision	Director of Admissions, admsnrteam @essex.ac.uk	The Chair of Senate, on behalf of Senate, approved changes to the wording of paragraph 36 of the Undergraduate Admissions Policy and paragraph 32 of the Postgraduate Admissions Policies to bring them into line with the University's revised Tuition Fee Deposit Policy 2024-25 with respect to the level of deposit required, and circumstances in which refunds can be applied. Details of the changes are set out below. Applicants who require a Student visa to study in the UK must pay a deposit prior to receiving their CAS. ~~The deposit is normally non-refundable.~~ This is in line with the University's policy on Tuition Fee Deposits (which also includes information about applicants who are exempt from paying a deposit, and the amount of deposit required) ~~and what circumstances the deposit may be refunded~~).	Immediate effect	Senate, 24/01/2024, S/24/03, Section 5
Accreditation of Prior (Experiential) Learning (AP(E)L) Policy [1]	Admissions	Undergraduate provision	Charlotte Strohm, Partnerships Manager (Development & Oversight) Ceri Law, Senior Quality and Academic Development Manager	The inclusion of the following wording within Footnote 2 of the University's Accreditation of Prior (Experiential) Learning (AP(E)L) Policy and addition of the appendix to the policy as a permanent variation, applicable to the AOC 4-year undergraduate courses (new wording underlined). *[2] Where individual awards have a higher credit total (e.g. Honours degrees with 480 credits) the maximum import thresholds outlined above continue to apply, with the exception of the 4-*	Immediate effect (policy superseded for 2024-25)	Senate, 24/01/2024, Paper S/24/11, Section 5

[1] NOTE: This change was approved for 2023-24 only as the Accreditation of Prior (Experiential) Learning has since been superseded by the new Recognition of Prior Learning Policy, as set out in Senate paper S/24/41, Appendix M

year Honours degrees (480 credits) delivered by the academic partner institution Aegean Omiros College, for which the maximum import thresholds outlined in appendix A to this policy apply.

Appendix A: Summary of requirements for admission via AP(E)L to the 4-year Aegean Omiros College undergraduate courses

The import of credit is allowed for levels 4 and 5 only.

Award	***Total Credits Required for Award***	***Maximum APEL Credits Which May be Imported***	***Minimum Essex Credits Required for Award***
Honours Degree	480	360	120
Ordinary Degree	420	320	100
Diploma of HE	360	240	120
Certificate of HE	120 to 240*	60 to 180*	60

*Due to the 4-year courses having two Level 4 years of study, a Certificate of Higher Education can be awarded as an Exit Award following the completion of both Year 1 (Level 4) of study or Year 2 (Level 4) of study.

Recognition of Prior Learning Policy	Admissions	All levels of provision	Ceri Law, Senior Quality and Academic Development Manager	The proposed Recognition of Prior Learning Policy, as set out in Senate paper S/24/41, Appendix M, replaces the Accreditation of Prior (Experiential) Learning (AP(E)L) policy and the Re-Use of Credit policy, with effect from 2024-25.	For 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix M
Regulations relating to Admission	Admissions	All levels of provision	Mandy Chetham, Director of Admissions	The changes to Regulations relating to Admissions, with effect from 2024-25, as set out in Senate paper S/24/41, Appendix P.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix P
Admissions Policies	Admissions	All levels of provision	Mandy Chetham, Director of Admissions	The changes to the Undergraduate and Postgraduate Admissions Policies, with effect from the 2025-26 admissions cycle, as set out in Senate paper S/24/41, Appendix R.	From 2025-26 admissions cycle	Senate, 26/06/2024, Paper S/24/41, Appendix R
Rules of Assessment	Assessment	Postgraduate provision	Wendy Clifton-Sprigg, Deputy Director of Academic Services (Student Administration and Policy)	That following recommendation from the Chair of Education Committee, the Chair of Senate has approved on behalf of Senate changes to the Rules of Assessment for Integrated PhDs, with effect from AY2023-24. To support the development of a new model of the Integrated PhD that has been developed for international markets, revisions have been approved to the Integrated PhD rules to distinguish rules for Model A (current Integrated PhD) and to create rules for the new Model B (Integrated PhD in [subject] (with research and communications skills)).	From AY 2023-24	Senate, 01/11/2023, Paper S/23/41, Section 7
Rules of Assessment	Assessment	Undergraduate provision	Chantelle Whyborn, Assessment Manager	That the changes to the Rules of Assessment be approved as set out in Appendix A of the linked paper. Undergraduate Rules: • Proposed changes to the Three- and Four-Year Rules of Assessment and the Glossary of Undergraduate Rules of Assessment (Annex A of the linked paper)	For AY 2023-24	Senate, 01/11/2023, Paper S/23/59, Appendix A

				That with effect from 2023-24 the following amendments be made to the Rules of Assessment: i. Clarification added to the Three- and Four-Year Undergraduate Rules of Assessment to confirm how Year Marks are calculated. ii. Addition of a definition of Year Marks, including how they are calculated, into the Glossary of Undergraduate Rules of Assessment. iii. Addition of a definition of Retrieval Placements into the Glossary of Undergraduate Rules of Assessment. iv. Amendment to the current definition of Variations within the Glossary of Undergraduate Rules of Assessment to clarify that variations may include differences in the operation of trailing for certain courses.		
Marking Policy	Assessment	All undergraduate and postgraduate taught provision	Ceri Law, Senior Quality and Academic Development Manager	The revised Marking Policy for Undergraduate and Taught Postgraduate Work as set out in the linked paper.	From 2024-25	Senate, 26/06/2024, Paper S/24/30, Appendix A
Assessment Policies for Undergraduate and Taught Postgraduate Awards	Assessment	All undergraduate and postgraduate taught provision	Ceri Law, Senior Quality and Academic Development Manager	That the following additions be made to the 'Methods of Assessment' section in the Assessment policies for UG and PGT awards: 2. METHODS OF ASSESSMENT (a) General i. Departments are permitted to introduce a wide range of assessment methods with the approval of the Quality and Development (QUAD) team, or Faculty or Partnerships Dean. In the case of modes of assessment not previously used in the	From 2024-25	Senate, 26/06/2024, Paper S/24/30, Appendix B

				~~University~~ Department, the Faculty or Partnerships Dean will also be involved in the initial approval process. The University wishes to encourage its departments to broaden the range of assessment methods used. (Group assessment, self-assessment, portfolio assessment and online assessment are examples of modes of assessments which might be implemented more widely.) ii. Departments should develop an assessment strategy for each course, or set of courses, for approval in the annual monitoring process. The assessment strategy should address the following issues: ▪ Diversity of assessment within a course; ▪ Coverage of module learning outcomes by assessment methods; ▪ The balance between assessment methods and types ▪ Approaches to prevent and detect plagiarism in assessment; ▪ Professional Body Requirements, if appropriate; and in cases of Departments proposing to have modules assessed by 100 percent coursework: ▪ Appropriate use of the academic year; ▪ Approaches to assessment for the discipline at other comparable institutions. iii. In respect of each of their modules, departments are required to inform students in writing of the percentage of the overall marks for the module (coursework plus examination mark) which each form of assessment represents.		

				Normally this will be done through the written introductory information for the module concerned. ~~ii~~v. 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. ~~i~~v. Except in the case of formal examinations, Departments are expected to provide students with formative practice in each mode of assessment. Formative assessment opportunities should be given in all level 4 modules. vi. Consideration must be given to the needs of students whose disabilities or medical conditions need to be taken into account in implementing any particular method of assessment. vii. Marks should be awarded on the basis of academic achievement, not merely attendance or lack thereof. It is acceptable on academic grounds to allocate marks for the manner and quality of participation in class. Marks for participation may contribute no more than 5 percent of the overall mark for a module and the marks should relate to a module learning outcome. (ASC 26 May 04 - ASC m.12/04) and Senate in 08/09. viii. The allocation of marks for group work should be in line with the learning outcomes of the module, drawing on examples of good practice. The assignment criteria should make clear how marks are awarded for teamwork and individual performance. This balance should be considered carefully when such assignments are being designed. The maximum amount that a joint mark (where a single group mark is derived from people working together in a group) can contribute to a single module is 25 percent.		

				~~vii.~~ ix. In February 2005 the Graduate School Board discussed whether there should be a policy on the use of multiple-choice testing at the PG level. Given the fact that there was no evidence to suggest departments were routinely employing this method of testing inappropriately the Board decided not to formulate a policy.		
Assessment Feedback Policy	Assessment	Postgraduate Taught provision	Cerys Somers, Quality Enhancement Manager	The following update to the Assessment Feedback Policy is requested to close an area of uncertainty. To be added to the end of Section 2: Giving Feedback: These requirements do not apply to postgraduate taught dissertations. These are not classed as coursework and feedback should be released once the relevant Final Board of Examiners has released the marks and overall result for the student.	For 2024-25	Senate, 26/06/2024, Paper S/24/41
Statement on Variation to the Rules of Assessment	Assessment	All levels of provision	Assessment Team (Exam Boards) ebgstaff@essex.ac.uk Cerys Somers, Quality Enhancement Manager	Rollover with minor updates to wording for clarification or formatting only.	For 2024-25	Academic Quality and Standards Committee, 22/06/2024, Paper AQSC/24/34
Student Concerns and Complaints Procedure	Concerns and complaints	All levels of provision	Senior Student Progress Manager studentconduct @essex.ac.uk	That changes to the Student Concerns and Complaints Procedure, as set out in Appendix G of the linked paper, be approved with effect from 2024-25.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix G
Education Action Plan 2024-25	Education delivery and plans	All levels of provision	Emma Hardy, Deputy Academic Registrar	The Education Action Plan 2024-25 as set out in Senate paper S/24/39, subject to the following amendment to Objective 2:	From 2024-25	Senate, 26/06/2024, Paper S/24/39

				Ensure our approach to curriculum and assessment is inclusive, innovative, and impactful, including addressing key societal challenges such as social justice and the Climate and Ecological emergency, and supports innovation as a path to delivering our commitment to education excellence and the transformation of lives, and supports every student from every background to achieve outstanding outcomes.		
Fitness to Practise Procedures	Fitness to practise	All levels of provision	Tegan Locke, Senior Student Progress Manager Kirstie Sceats, Student Progress Manager Ilse Verwulgen, Student Progress Manager	That changes to the Fitness to Practise Procedures, as set out in Appendix F of the linked paper, be approved with effect from 2024-25.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix F
Code of Practice: Academic Freedom and Freedom of Speech	Freedom of Speech	All levels of provision	Lucy Johnson, Deputy University Secretary	Senate recommended to Council that the Code of Practice: Academic Freedom and Freedom of Speech, as set out in Senate paper S/24/36, Appendix 1 be approved with effect from 1 August 2024.	1 August 2024	Senate, 26/06/2024, Paper S/24/36 **Final approval with Council 11/07/2024**
Library Regulations	Library	All levels of provision	Sarah Boateng, Assistant Director (Engagement & Cultural Services)	The changes to the Library Regulations, with effect from 2024-25, as set out in Senate paper S/24/41, Appendix O.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix O
Annual Review of Courses (ARC)	Monitoring and review	All levels of provision	UG & PGT: Cerys Somers, Quality Enhancement Manager	Rollover of published guidance and process; reference to dates amended for next submission deadlines (for reports reflecting on 23/24).	For 2024-25	Academic Quality and Standards Committee, 22/06/2024,

			PGR: Andrew McCarthy, Postgraduate Research Education Manager			Paper AQSC/24/35
Periodic Review	Monitoring and review	All levels of provision	Cerys Somers, Quality Enhancement Manager	Rollover of templates, published information and schedule with minor updates to wording for clarification only.	For 2024-25	Academic Quality and Standards Committee, 22/06/2024, Paper AQSC/24/34
External Examiners	Monitoring and review	All taught provision	Cerys Somers, Quality Enhancement Manager	Rollover of templates and policy with updates; reference to dates amended for 2023-24 reporting deadlines. Changes to template for approval as detailed in paper AQSC/24/36. Minor updates to policy to clarify wording and update terminology. Other updates as listed below. **Further inclusion and visibility of apprenticeships throughout documentation to ensure the University meets Office for Students regulatory requirements for apprenticeship provision:** Under External Examiner roles and responsibilities: ▪ Clarified that award and module External Examiners may also be responsible for Apprenticeship provision. ▪ Signposted External Examiners to new apprenticeships guidance to ensure they are prepared for apprenticeship-specific responsibilities.	For 2024-25	Academic Quality and Standards Committee, 22/06/2024, Paper AQSC/24/36

				Under External Examiner nomination criteria: ▪ Advised that External Examiners overseeing specific course types, such as degree apprenticeships, should have or be willing to develop knowledge and awareness of these qualification types. Inclusion of apprenticeships in External Examiner contract; the addition of responsibility for End Point Assessments as outlined below: ▪ If responsible for an integrated End-Point Assessment (EPA) module as part of an apprenticeship, to engage in the EPA process and confirm it is delivered in line with the published EPA plan, assessment methods are fit for purpose and the EPA is accessible with reasonable adjustments in place where necessary ▪ If responsible for an integrated EPA module on an apprenticeship, External Examiners are expected to conduct a visit to the University (EPA Organisation, EPAO) for each cohort of apprentices completing the EPA. These do not always have to be in person and can be conducted online where appropriate. This is to be arranged by the EPAO. The purpose of the external examiner's visit is to assess the performance of the EPAO in delivering the EPA as above, and to present their findings through the production of the annual report. **As part of ongoing work to improve compliance with the Quality Assurance Agency's External Examining Principles:**		

				New text has been added to the External Examiner nomination webpage to address principle 6 (Institutions should operate inclusive recruitment policies to ensure that the pool of examiners reflects the richness and diversity of the higher education sector): Diversity of External Examiners As an institution the University should aim to have a suitably diverse external examiner pool such that it reflects the richness and diversity of the higher education sector. Departments/schools are encouraged to review their appointment and recruitment strategies to ensure that this is reflected in the external examiners they appoint. These external examiners in turn will contribute to the inclusiveness of the University's teaching, learning and assessment processes.		
Academic Appeals for Undergraduate and Postgraduate Taught Students	Progress and appeals	All taught provision	Tegan Locke, Senior Student Progress Manager Kirstie Sceats, Student Progress Manager Ilse Verwulgen, Student Progress Manager	That changes to the Academic Appeals for Undergraduate and Postgraduate Taught Students, as set out in Appendix D of the linked paper, be approved with effect from 2024-25.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix D
Progress and Appeals Procedures for Research Degree Students	Progress and appeals	Postgraduate Research provision	Laura Ruddick, Senior Postgraduate Research Education Manager	That changes to the Progress and Appeals Procedures for Research Degree Students, as set out in Appendix L of the linked paper, be approved with effect from 2024-25.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix L
Policy on Compassionate Leave for	Postgraduate research	Postgraduate Research provision	Laura Ruddick, Senior Postgraduate	The Policy on Compassionate Leave for Postgraduate Research Degree Students, as set	Immediate effect	Senate, 26/06/2024,

Postgraduate Research Degree Students			Research Education Manager	out in Appendix I of the linked paper, was approved with immediate effect.		Paper S/24/41, Appendix I
Principal Regulations for Research Degrees	Postgraduate research	Postgraduate Research provision	Laura Ruddick, Senior Postgraduate Research Education Manager	That changes to the Principal Regulations for Research Degrees, as set out in Appendix J of the linked paper, be approved with effect from 2024-25.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix J
Codes of Practice	Postgraduate research	Postgraduate Research provision	Laura Ruddick, Senior Postgraduate Research Education Manager	That changes to the PGR Codes of Practice, as set out in Appendix K of the linked paper, be approved with effect from 2024-25.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix K
Code of Research Degree Vivas	Postgraduate research	Postgraduate Research provision	Laura Ruddick, Senior Postgraduate Research Education Manager	That changes to the Code of Research Degree Vivas, as set out in Appendix L of the linked paper, be approved with effect from 2024-25.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix L
Policy for the Appointment of Independent Chairs for Research Degree Vivas	Postgraduate research	Postgraduate Research provision	Laura Ruddick, Senior Postgraduate Research Education Manager	That changes to the Policy for the Appointment of Independent Chairs for Research Degree Vivas, as set out in Appendix L of the linked paper, be approved with effect from 2024-25.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix L
Regulations relating to Registration	Registration	All levels of provision	Dr Stacey Balsdon, Student Experience Manager Heather Hunt, Head of Student Services	The changes to Regulations relating to Registration, with effect from 2024-25, as set out in Senate paper S/24/41, Appendix Q.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix Q
General Regulations	Regulations	All levels of provision	Richard Stock, Academic Registrar	That the following change to General Regulation 7.5 be approved with effect from 2024-25: Members of the University wishing to invite guests to the University shall do so only in accordance with the rules and regulations of the University and shall accept responsibility for the conduct of and for any loss or damage caused by their guests while on the University site. No member of the University shall knowingly invite a	From 2024-25	Senate, 26/06/2024, Paper S/24/41 **Final approval with Council 11/07/2024**

				person who has been excluded by the Registrar and Secretary to any University site. Without exception, children or young people under 18 who are not registered students are not permitted to attend University teaching events.		
Author Rights Retention Policy	Research	Research	Liam Bullingham, Assistant Director (Academic and Research Services)	The Author Rights Retention Policy, with immediate effect, as set out in Senate paper S/24/42, Annex 1, and that the policy be reviewed after the initial 12-month implementation period, and every three years thereafter.	Immediate effect	Senate, 26/06/2024, Paper S/24/42, Annex 1
Research Data Management Policy	Research	Research	Phineas Wenlock, Head of Research Governance and Planning	The revised Research Data Management Policy, with immediate effect, as set out in Senate paper S/24/42, Annex 2, and that the policy be reviewed every three years.	Immediate effect	Senate, 26/06/2024, Paper S/24/42, Annex 2
Research Action Plan 2024-25	Research delivery and plans	Research	Professor Chris Greer, Pro-Vice-Chancellor (PVC) Research Dr Rob Singh, Director of the Research and Enterprise Office (REO) Phineas Wenlock, Head of Research Governance and Planning	The Research Action Plan 2024-25 as set out in Senate paper S/24/40, subject to two additions to Objective 7 signed-off by Chair's action to strengthen and reflect the University's commitment to EDI, and participation in the REF People, Culture and Environment Pilot.	For 2024-25	Senate, 26/06/2024, Paper S/24/40
Policy on Safeguarding Children and Adults at Risk	Safeguarding	All levels of provision	Compliance Manager (Safeguarding) Safeguard @essex.ac.uk	The Chair of Senate, on behalf of Senate, endorsed the following amendments to our Policy on Safeguarding Children and Adults at Risk for recommendation to Council, to take effect from 1st December 2023. The amendments more accurately reflect the scope of the term 'position of trust', as defined in Section 22 of the Sexual Offences Act.	December 2023	Senate, 24/01/2024, Paper S/24/11, Section 4

				Footnote 5: ~~Where a person cares for, or has responsibility for, a child or adult at risk.~~ As defined in Section 22 (Sexual Offences Act 2003) 3.3. ~~All University staff are in a position of trust, in particular those staff who teach, support, guide or in any way interact with students. It is incumbent on all staff to~~ The University expects staff who undertake regulated activity and/or are in a 'position of trust' to be aware of their responsibilities and act accordingly at all times. 4.2 Safer Recruitment & Disclosure and Barring Service (DBS) checks The University requests a DBS check in accordance with the Safeguarding Vulnerable Groups Act 2006 for job roles or courses that include regulated activity, and for other positions where it is appropriate and legal to do so. This forms part of the safer recruitment process and ensures that all staff and students engaged in University-related regulated activity are suitable to do so. The University may also have staff who are in a 'position of trust' who have regular and direct contact with children under the age of 18. People & Culture hold the list of roles that meet the definition of regulated activity and/or a position of trust.		
Code of Student Conduct	Student conduct	All levels of provision	Senior Student Progress Manager studentconduct @essex.ac.uk	The Chair of Senate approved on behalf of Senate a change to the Code of Student Conduct 2023-24 with reference to the new Higher Education (Freedom of Speech) Act 2023. The full change is set out below:	Immediate effect	Senate, 01/11/2023, Paper S/23/41, Section 6

				Academic Freedom and Freedom of Speech The Council of the University has a ~~duty~~ series of duties under law ~~(Section 43 of the Education (No 2) Act 1986)~~ through the Higher Education (Freedom of Speech) Act 2023 (and, until the new Act is fully in force, under Section 43 of the Education (No. 2) Act 1986) to secure and promote the importance of academic freedom and freedom of speech. These freedoms, set out in the Policy on Academic Freedom and Freedom of Speech (.pdf) are available to all members of the University and to external speakers invited to make use of University facilities.		
Code of Student Conduct	Student conduct	All levels of provision	Senior Student Progress Manager studentconduct @essex.ac.uk	That changes to the Code of Student Conduct 2024-25, as set out in Appendix H of the linked paper, be approved with effect from 2024-25.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix H
Student Drug and Alcohol Policy Statement	Student conduct	All levels of provision	Richard Stock, Academic Registrar	That the Student Drug and Alcohol Policy Statement, as set out in Appendix C of the linked paper, be approved with immediate effect.	Immediate effect	Senate, 26/06/2024, Paper S/24/41, Appendix C
Student Module Feedback	Student voice	All taught provision	Cerys Somers, Quality Enhancement Manager	Rollover of templates and policy; reference to dates amended for 2024-25 deadlines. This policy will undergo full review during 2024-25, Wording changes as below, in order to reflect the changes to the operation and formulation of module feedback surveys from 2023-24 onwards: 3.4. End of module surveys are standardly undertaken in weeks 8-11 of the term in which the module ends. Departments can request	From 2023-24	Academic Quality and Standards Committee, 22/06/2024, Paper AQSC/24/34

				different timing where this is needed (for instance, for year-round provision). Departments have the ~~Departments should select an appropriate time to undertake the survey at the end of a module (for example, within the window of weeks 8-11 for a ten week module) with the~~ option also to formally evaluate at the end of the first term for full year modules 4.1. There is a central questionnaire (.docx) ~~that all modules should~~ used for the formal end of module survey. 4.3. Further q~~Q~~uestions can be added at the discretion of the Faculty Dean in liaison with Quality and Academic Development, and on recommendation by the Head of Department; however, the maximum number of questions on a survey is 20 (not including repetition of questions one to five). 4.5 The formal end of module survey ~~should be~~ is administered electronically by Quality and Academic Development using EvaSys. ~~Access to EvaSys~~ Students will be notified of survey opening via email and Moodle. Further information on this can be requested by emailing the Quality and Academic Development team at module.evaluation@essex.ac.uk. 5.3. Responses to the formal end of module survey will be ~~anonymous~~ confidential. The processed survey results data will be shared with relevant staff and student bodies, and no student will be identifiable from their survey submissions within this. 5.4. Student module feedback questionnaires include questions about the quality of the		

				module, teaching, assessment and feedback. Particular attention should be given to maintaining the confidentiality of free-text responses, particularly where these relate ~~data relating~~ to the quality of teaching by individuals. 5.5. Module reports are distributed to Heads of Departments and Department Managers by Quality and Academic Development. Sharing of student feedback should be carried out at modular level within a module teaching team, and at departmental level with the Head of Department and Director of Education. Careful consideration should be given to sharing data more widely, for example where departmental structures mean additional members of staff are responsible for reviewing student feedback. 5.10. Any central analysis of trends or comparisons across the University is used as lead indicators, not a measure of individual staff performance (data will be collected at the module level). As agreed in the Responsible Use of Education Metrics, feedback provided on individual educators would always be considered within a qualitative and holistic assessment of their activities, and metrics relating to ~~the performance of individuals,~~ modules, courses, or departments would be used in conjunction with relevant qualitative data, expert judgements and expert assessment of the context in which the data sit.		
Student Voice (Student Representation) Policy	Student voice	All levels of provision	Cerys Somers, Quality Enhancement Manager	The changes to the Student Voice (Student Representation) Policy, with effect from 2024-25, as set out in Senate paper S/24/41, Appendix N.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix N

Work-based Learning Policy	Work-based learning and placements	All taught provision	Student Development Manager sdadmin@essex.ac.uk Cerys Somers, Quality Enhancement Manager	Minor clarifications to existing wording. A statement advising that departments are responsible for letting Industry Engagement and Placements Team (IE&P) know of any external organisations involved in their Work-Based Learning provision was added, and the tripartite agreement was updated to reflect the latest version.	For 2024-25	Academic Quality and Standards Committee, 22/06/2024, Paper AQSC/24/34
Placement Whistleblowing Procedure	Work-based learning and placements	All taught provision	Student Development Manager (Industry Engagement and Placements) sdadmin@essex.ac.uk	Minor update to a typographical error in the procedure (change from “fear or reprisal” to “fear of reprisal”). No further changes were needed for the 2024-25 academic year.	For 2024-25	Academic Quality and Standards Committee, 22/06/2024, Paper AQSC/24/34
Professional Clinical Appearance Code of Practice	Work-based learning and placements	All levels of provision	**Professional Clinical Appearance Working Group** Jackie Clarke, Senior Lecturer (SRES) Jonathan Wright, Student and Academic Services Manager (HSC)	The Professional Clinical Appearance Code of Practice, as set out in Appendix B of the linked paper, was approved with effect from 2024-25.	From 2024-25	Senate, 26/06/2024, Paper S/24/41, Appendix B

The Summary of Academic Policy Decisions is circulated to:
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
Dean of Undergraduate Education
Dean of Postgraduate Education
Deans of Partnerships
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 quad@essex.ac.uk