QUALITY AT ESSEX

Handbook for Academic Departments

What are you looking for?

Annual Quality Cycle and What's New	Key Dates and Deadlines	Education Action Plan
Annual Checklist for Departments	Curriculum Update	Annual Review of Courses
Accreditation	Course and Module Design	External Examiners (Taught)
Periodic Reviews	Student Module Feedback	Further Information
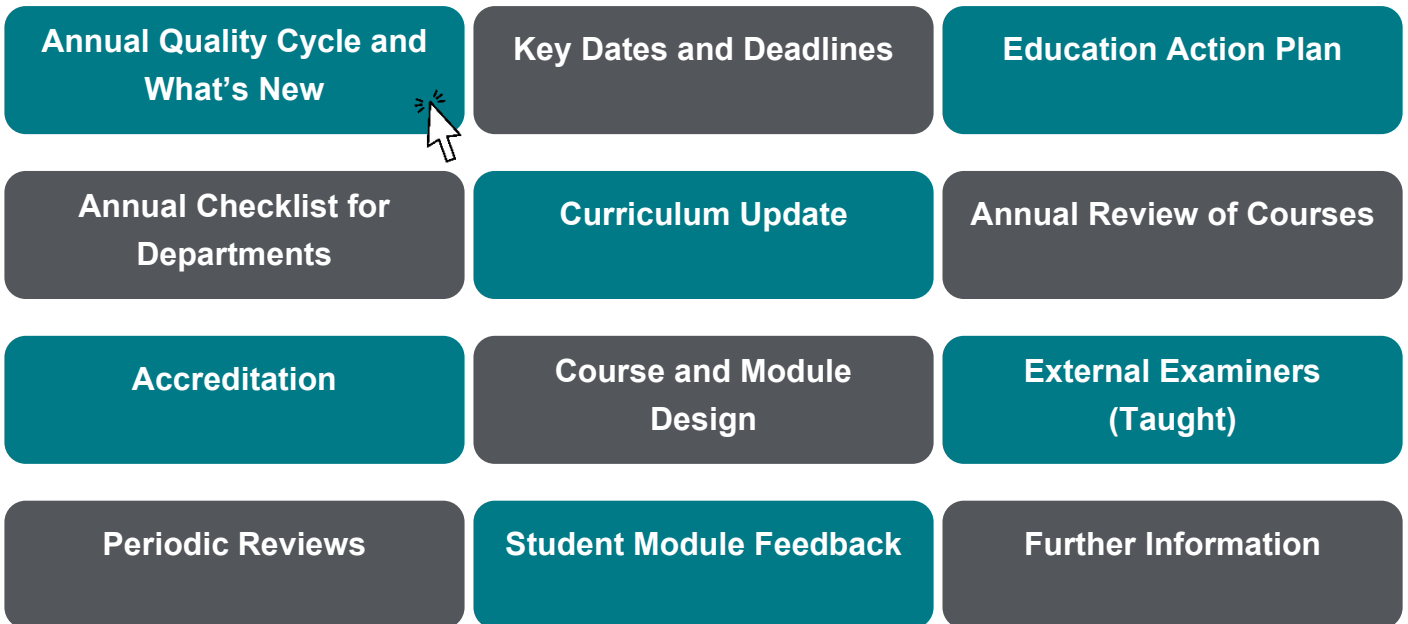
Got a question? Further information is available on our webpages. Contact Quality and Academic Development and Course Records on the email address most relevant to your query:

> quad@essex.ac.uk (All general queries, including events accreditation and new course/module approvals)
> external.examiners@essex.ac.uk (Queries relating to the nomination and appointment of External Examiners)
> module.evaluation@essex.ac.uk (Queries relating to module feedback surveys)
> crt@essex.ac.uk (All course records queries)

Review of Education Performance

Initial Data Review
meetings take place from September to early October. These meetings are arranged by the QUAD team.

Departmental-level reflection on education performance (previously known as 'away days') should take place early in the autumn term. Departments have flexibility regarding the arrangements for these, but they must provide a brief note on the process and outcomes via the autumn UG ARC report.

Quality Enhancement meetings take place annually and are a fantastic opportunity for us to meet with you and answer any queries you may have. These will follow Initial Data Review meetings.

Annual Review of Courses (ARC) provides a concise summary of all developmental activity undertaken and planned in relation to a course/group of courses.

Annual Quality Cycle

Initial Data Review Meetings

Departmental-level reflection on education performance (previously known as 'Away Days')

Quality Enhancement Meetings

Annual Review of Courses
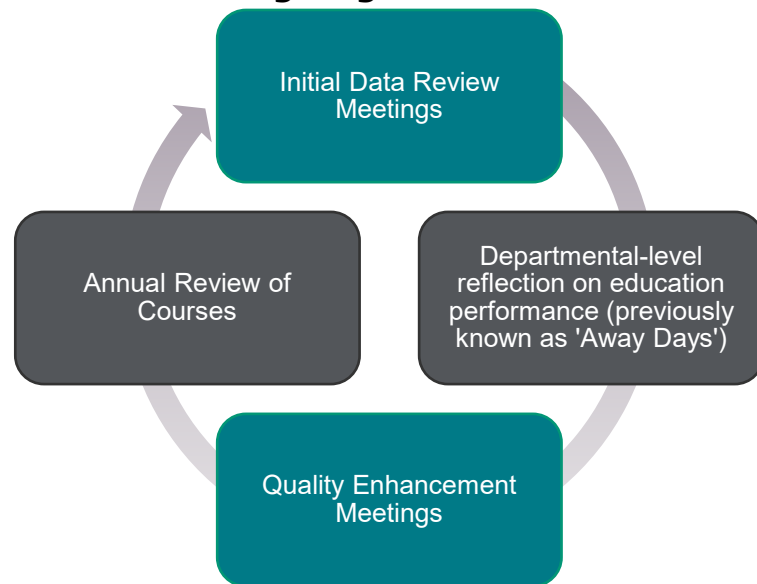
What's new?

- Senate approved two substantially revised education policies for implementation from 2024-25:

    - The **University of Essex Marking Policy**. The policy includes marking and moderation requirements as well as requirements for record-keeping, managing re-mark requests and regulations relating to markers.

    - The **Recognition of Prior Learning Policy**, which amalgamates and replaces two previous policies, the Accreditation of Prior (Experiential) Learning Policy and the Re-Use of Credit Policy.

- Following the ARC review in 2023-24 and the feedback from this, several changes have been made to the template and the **timeline of submission** for the UG and PGT Annual Review of Courses reports has changed to allow more time before submission:

    - UG ARC report deadline **9 December 2024**

    - PGR ARC report deadline **29 January 2025**

    - PGT ARC report deadline **17 March 2025**

- Departments have been required for several years to share confirmations of accreditation with QUAD and to report within their ARC reports on feedback or requirements from PSRBs. A **risk assessment form** should be completed by departments/schools when notification of an upcoming review or visit from an accrediting body is given. The form is available on QUAD's External Regulation webpage. Departments should complete Section 1 of this form and send this to QUAD via quad@essex.ac.uk QUAD will then review the information, add any other relevant information, and seek the Faculty Dean's confirmation regarding level of risk.

- Check out QUAD's **Curriculum Update Moodle site** where you can access resources relating to the annual development and update of courses and modules.

Key Dates and Deadlines

	Review and planning	New courses	Changes to courses and modules	External Examiners		Student module feedback	Committees
ACADEMIC YEAR							
	Periodic Reviews, validation/course approval and accreditation events take place throughout the year. The peak is usually spring term. Faculty Deans chair events or are on Panels for events reviewing/approving their provision.						
AUTUMN TERM							
Sep/ Oct	Initial Data Reviews / Department education review activities / Quality Enhancement Meetings		Consider changes to existing courses and modules as part of the review cycle	Should all be in place at start of academic year. Late nominations may continue	Depts review UG reports and respond to External Examiners	List of modules for surveying provided to departments for approval	**9-13 Sept:** virtual AQSC / **9 Oct:** EC meeting / **2 Oct:** AQSC paper deadline / **16 Oct:** AQSC meeting
Nov	Autumn planning meetings	**6 Nov**: final date for departments to submit development stage paperwork		Inform/consult with External Examiners (taught) regarding changes to existing courses/modules (see framework) **FDs oral overview of EE reports in November FEC meeting**		Autumn SMF surveys run	**13 Nov:** FEC paper deadline
Dec	UG ARC submission deadline: **9 December 2024**	**6 Dec**: Final date for development stage approval (required to advertise new courses)	Departments to review and submit TLA strategies by the end of Autumn to inform Curriculum Update	External Examiners submit annual report for PGT provision by 31 December			**27 Nov:** FEC meeting / **9-13 Dec:** virtual AQSC / **11 Dec:** EC meeting

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Jan

- PGR ARC submission deadline: **29 January 2025**
- **29 Jan**: Spring term deadline for depts to submit new courses for Final Stage approval
- Peak period for submitting course and module changes
- Depts review PGT reports and respond to External Examiners (taught)
- Overview of UG EE reports submitted to January AQSC
- Autumn SMF results to be provided to departments via Box.
- **15 Jan:** AQSC paper deadline
- **29 Jan:** AQSC meeting

Feb

- UG and PGR ARCs submitted to February FECs
- Spring planning meetings
- **1 Feb:** Deadline for new modules to be submitted
- **14 Feb:** Deadline for making changes to modules
- **FDs oral overview of EE reports in February FEC meeting**
- Depts to nominate and appoint EEs proactively for the following academic year
- **5 Feb:** FEC paper deadline
- **12 Feb:** EC meeting
- **19 Feb:** AQSC paper deadline
- **19 Feb:** FEC meeting

Mar

- PGT ARC submission deadline: **17 March 2025**
- **1 Mar:** Final date for course and module changes to be submitted
- Updates to all course and module information to be made once approved, including dept updates and Course Finder
- Spring SMF surveys run
- **5 Mar:** AQSC meeting
- **20 Mar:** EC meeting

Apr

- **14 Apr:** Final deadline for depts to submit new courses for Final Stage approval
- Spring SMF results to be provided to departments via Box
- **23 Apr:** FEC paper deadline

May

- Overview of PGT and PGR ARCs submitted to May AQSC
- Overview of PGT EE reports submitted to May AQSC
- **7 May:** AQSC paper deadline
- **7 May:** FEC meeting
- **21 May:** AQSC meeting

Jun

- UG Exam Board period
- Existing External Examiners submit annual reports for UG provision (deadline 31 August)
- New EEs appointed before beginning of new academic year
- Summer SMF surveys run. Results released in July
- **11 Jun:** EC meeting

Education Action Plan

Focus areas relating to quality assurance and course development in the [Education Action Plan](#)

Continue developing approaches to assessment; ensuring practices are inclusive, effective, and scalable, support student success, maintain academic integrity, and support developments in new and transformational curriculum and innovation.

Develop our **Academic Framework** taking account of feedback from the institutional consultation, ensuring that our education offer is clear and compelling to applicants and students, supports **transnational education** and flexible educational products, and prepares for the new **Lifelong Learning Entitlement**.

Changes to our **Assessment and Marking Policies** implemented and the impact monitored.

Student systems infrastructure developments underway through the **Academic Systems Enhancement Programme** in line with agreed timescales to support flexible product developments and delivery of student outcomes

Following completion of both phases of the **PGR Review**; Implementation plan in place with progress against timelines monitored and impact evaluated.

Curriculum Review actions completed and monitored through **ARCs.**

Outcomes of Curriculum Review evaluated in the context of the **Education Strategy**

Apprenticeship provision expanded in a context where high quality and standards and compliance rules continue to be met. Actions arising from January 2024 **Ofsted** Inspection implemented.

Annual checklist for Departments

Tick when an area has been reviewed and considered

ACTIVITY	EXPECTATIONS FOR DEPARTMENTS	QUESTIONS TO CONSIDER	
Annual Review of Courses (ARC)	▪ Students are consulted in the process and ARC reports are shared with Student Voice Groups (SVGs). ▪ Management committees are convened for joint course annual review purposes. ▪ ARC action plans are regularly reviewed. ▪ The ARC is sent to the External Examiner(s).	▪ Are ARC action plans being monitored for impact and outcomes? ▪ Are trends in educational performance data being reviewed and addressed? ▪ How is good practice being highlighted and shared across the University?	☐
Student involvement with quality assurance and enhancement (including Curriculum Update)	▪ Students are consulted in curriculum developments and changes to courses and modules are communicated to all affected students and applicants with formal consultation where needed. (*Download the student framework of consultation from the guidance and resources on this* webpage). ▪ All modules offer opportunities for student module feedback and actions identified are implemented. ▪ Actions and issues arising through NSS and UKES are disseminated to staff and students. ▪ A summary of actions taken in response to student feedback is provided online for current and prospective students by the end of the Autumn Term.	▪ Have there been any challenges over communicating and consulting regarding upcoming changes? How have these been managed? ▪ Have the new Curriculum Update notifications to students and applicants generated further feedback to act upon? ▪ How can student feedback and data relating to education performance be used to reflect and enhance courses?	☐
Student Voice groups (SVGs)	▪ Outcomes of actions identified in SVG minutes are reported at subsequent meetings. ▪ SVG minutes are published to students on the departmental website/Moodle within 10 working days. ▪ SVGs discuss External Examiner reports.	▪ Has engagement with SVGs been monitored? Is there regular communication between your department, the SU and Student Voice team about this? ▪ How are SVGs and actions from them incorporated into other departmental processes and the ARC action plan?	☐
External expertise and Professional, Statutory and Regulatory Bodies (PSRBs)	▪ Departments use external expertise from a range of sources, which could include: External Examiners; other external academic input; Employer Advisory Boards or other employer or industry representatives; Professional, Statutory or Regulatory bodies. ▪ Where relevant, departments maintain links and records relating to their PSRBs and ensure that all requirements are met. Heads of Department and Department Managers should allocate these tasks to a specific member or members of staff in the department.	▪ What kinds of external expertise are sought and used for curriculum developments? ▪ Is your department in regular communication with its accrediting bodies, and are there any upcoming reaccreditations due? ▪ Have you completed risk assessments for your upcoming accreditation events?	☐

ACTIVITY	EXPECTATIONS FOR DEPARTMENTS	QUESTIONS TO CONSIDER	
External Examiners (EEs) (Taught)	▪ EEs are appointed, briefed, and provided with module and course info for the start of the academic year (including year abroad and placement year information) and throughout the year. Guidance is available on the information that must be shared.. ▪ Records of marking, feedback, moderation and second marking are maintained in formats that are shared with EEs. ▪ Issues raised by EEs are discussed and acted upon. ▪ Action taken is reported to EEs, and each EE is sent a response from the department using the report portal. ▪ EEs are informed/consulted prior to changes to existing modules/courses as required by the external consultation framework.	▪ Have there been challenges or examples of good practice in providing EEs with the information they need? ▪ How have EEs been inducted to the department and new academic year? ▪ Could induction visits to campus and/or meetings with students be helpful to your EEs? ▪ Is feedback from EEs communicated and acted upon effectively? ▪ Are you in regular communication with QUAD regarding allocation of modules to schedules and addressing any gaps in provision?	☐
Assessment	▪ The assessment, marking and feedback strategy in place aligns with the University's Marking and Assessment policies. ▪ Systems are in place to monitor the quality and timeliness of feedback to students. ▪ Assessment to be reviewed in line with Senate decisions relating to – use of exams, alignment to learning outcomes and credit value, and inclusivity, effectiveness, and scalability.	▪ Has the revised marking policy been communicated to staff so all are aware of any changes in their practice needed? ▪ Are there examples of good practice in assessment that could be shared? ▪ Has assessment design been reviewed and is there any learning from this that could be considered in planning for Curriculum Update?	☐
Communication	▪ Decisions and key issues from Senate and committees of Senate are disseminated, discussed, and implemented.	▪ What methods does your department use to disseminate this information?	☐

Curriculum Update

All courses and modules are updated annually as part of the ongoing cycle of monitoring and review. Decisions are made based on the information we publish and share about our courses and modules. There are key deadlines that departments must meet to ensure both prospective and current students are provided with the information they need to decide which course to apply for and which modules they would like to choose, and to enable other university processes such as timetabling and student record creation.

The Quality and Academic Development team can provide training for individuals within departments and departmental teams as a whole – departments are welcome to contact their Faculty QUAD Manager and/or Course Records at any time to seek advice (crt@essex.ac.uk or quad@essex.ac.uk).

Ensure more than one member of your department has completed the training for Curriculum Update and utilise the guidance available.

We now have a dedicated Moodle site which contains guidance and resources for Curriculum Update for all staff, including those engaged in academic design. This is being added to throughout the year, so please do check the information available and provide feedback on additions that you would find helpful.

The following documents can be downloaded from our Making changes to courses and modules webpage:

- Curriculum Update overview
- Consultation and justifications
- Late changes
- Teaching, learning and assessment
- Year-round provision guidance
- Student consultation and notification on course and module changes

Annual Review of Courses

- The Annual Review of Courses (ARC) report provides a concise summary of all developmental activity undertaken and planned by a department in relation to a course/group of UG, PGT and PGR courses. All courses should be included in the report as this allows the University to have oversight of themes that are emerging across departments and faculties that need to be acted upon, and to share good practice across the institution. An effective ARC is also a necessity if we are to demonstrate to external auditors the currency, security and validity of our awards.

- ARC reports act as a focus for reflective evaluation of curriculum, delivery, student experience and the achievement of students on all provision. They also need to look forward to the next delivery of the curriculum, building on the experience and evidence of the previous year, and thereby facilitate the active enhancement of quality and standards. ARC reports should report on outcomes of projects and initiatives undertaken by your department, providing commentary based on trends from key performance indicator data to evidence points raised. Following feedback from departments, further guidance on completion of the ARC has been provided on the templates themselves.

- Please note that ARC reports must be approved by your Head of Department before submitting to QUAD (quad@essex.ac.uk). Faculty Deans will be reviewing these reports and providing Faculty Education Committees with overview summaries. It is therefore essential that reports are submitted by the deadlines below, or ideally earlier where possible.

- **Undergraduate: By noon on 9 December 2024**
- **Postgraduate research: By noon on 29 January 2025**
- **Postgraduate taught: By noon on 17 March 2025**

Data packs provided by Planning and Data Insights should be utilised via the Planning Information Portal when ARC reports are written.

- Guidance on writing the ARC report
- The ARC template now contains additional prompts to provide a steer for staff who are writing the ARC report for their department/school. (Please note there are separate templates for UG, PGT and PGR, available for preview on our Annual Review of Courses webpage).
- ARC Data Report

Accreditation

- Information on accreditation is published in programme specifications, in Course Finder, and in the prospectus. It's also collected by the Higher Education Statistics Agency (HESA) who share the information with public authorities who require it to carry out their statutory and/or public functions. The information is also published on Discover Uni, the official website that holds data on undergraduate courses at universities.

- **It's therefore essential for information on links with PSRBs to be clear and accurate.**

- Check HEAR statements and accreditation records on ESIS are up to date and current. Where an application has been made for accreditation, but this has not yet been confirmed, this should be clear in the information prospective and current students are provided with.

- Methods and the frequency of accreditation (of any type) vary. Departments should ensure that clear information is provided on the PSRB requirements for accreditation when asking for approval of new and amended courses.

- Departments should contact the Quality and Academic Development team (QUAD) where there are particular requirements of a professional, statutory or regulatory body (PSRB) which may affect the format of annual monitoring and reporting.

- **Responsibility for maintaining links with PSRBs and ensuring compliance with the PSRB's requirements rests with the departments.** Departments are responsible for the areas listed below to ensure the information we hold and publish is accurate. Heads of Department and Department Managers should allocate the tasks and responsibilities (outlined under 'PSRBs') to a specific member or members of staff in the department.

- It is required that all reports and/or outcomes from PSRB monitoring, reviews or visits are **shared directly** with QUAD and with the relevant Faculty. Institutional overview report on these will go to Academic Quality and Standards Committee.

- **Following any set of PSRB conditions, recommendations, or other outcomes an action plan should be shared with QUAD and approved by the Faculty Dean.**

ACCREDITATION RISK ASSESSMENTS

Departments have been required for several years to share confirmations of accreditation with QUAD and to report within their ARC reports on feedback or requirements from PSRBs. A **risk assessment form** should be completed by departments/schools when notification of an upcoming review or visit from an accrediting body is given. The form is available on QUAD's External Regulation webpage. Departments should complete Section 1 of this form and send this to QUAD via quad@essex.ac.uk. QUAD will then review the information, add any other relevant information, and seek the Faculty Dean's confirmation regarding level of risk. Guidance is available on accreditation and completion of this form.

Course and Module Design

The University has a risk-management approach to the approval of new degree courses and awards. New courses go through a number of stages and committees before the course can be advertised, opened for admissions and delivered for the first time.

It can be useful for those involved in developing the new course to meet at an early stage to talk through timelines and responsibilities - for example representatives from the department's course development team, the Faculty Quality and Academic Development Manager or Postgraduate Research Education team and the Executive or Faculty Dean.

The following forms are available for download on our courses and awards webpages:

New Courses (Awards):

- New course approval – concept stage form
- New course approval – development stage form
- New course approval – final stage form (category 1 and 2 courses)
- New PGT January Start Entry Approval Form

New Apprenticeships:

- New Apprenticeship Concept Stage Approval Form
- New Apprenticeship Development Stage Form
- New Apprenticeship Final Stage Form

It is essential that new apprenticeships are mapped to the relevant apprenticeship standard and consideration is given to how learners will develop and demonstrate the knowledge, skills and behaviours throughout the course. Please ensure you liaise with the Apprenticeships Hub regarding all new apprenticeship provision.

Proposals for new modules on existing courses should be submitted by 1 February. Proposals can be submitted at other times of the year, as long as they are in advance of the final deadline for Curriculum Update (1 March). New modules designed as part of a new course proposal should be incorporated into the approval process and documentation for the new course, and should account for deadlines for the course start. We also have guidance for modular study and credit accumulation.

The module proposal form (available on our New modules webpage) contains the information needed for approval to be considered and for the module to be published online once approved.

Guidance and templates on the following are available on our course design and development webpages.

- Programme specification and module map guidance
- Programme specification template
- Module map template
- External expert report
- New site of delivery approval form
- Approval and reporting structures
- Guidelines for introducing and awarding academic prizes

- Apprenticeships
- Professional, Statutory and Regulatory Bodies
- Work-based and placement learning
- University partnerships
- Course suspension and discontinuation form

External Examiners (Taught)

External Examiners are part of University quality assurance processes and are normally academics from other higher education institutions, but may be from industry, business or the profession, depending what is appropriate for the course. They provide an impartial view of the course and independent advice to ensure courses meet the academic standards and quality expected across the sector.

Role of External Examiners

The University of Essex has two types of External Examiner:

- Award External Examiners who have overarching responsibility for the standards of the awards to which they are assigned. They are required to attend Boards of Examiners for those awards. Award external examiners will also be module external examiners for the modules in the awards to which they are assigned, but not for any modules to which a separate module external examiner is assigned. 'Award' External Examiners may also be responsible for Apprenticeship provision.

- Module External Examiners who have responsibility for ensuring the standard of any particular modules to which they are assigned and will be appointed for their specialist subject knowledge. 'Module' External Examiners may also be responsible for modules from Apprenticeship provision. They do not attend Boards of Examiners unless they are also award external examiners.

Nominations and appointments

- External Examiners are appointed for four consecutive years. In exceptional circumstances, a fifth year may be considered with the permission of the relevant Executive Dean or nominee, in order to provide continuity, or where a programme is ending. External Examiners may not be re-appointed as an External Examiner for a taught award of the University for another five years. Once nominations have been approved, QUAD send a formal letter of invitation to the nominee, specifying the awards and modules to which they have been appointed and asking them to confirm the appointment is accepted and that they are prepared to operate in line with the University's expectations, as described in the roles and responsibilities.

- Once the contract has been returned, the nomination will be passed to Payroll who will add the External Examiner to all the relevant systems and generate an IT account, which will then be communicated to the External Examiner via QUAD. The External Examiner nomination timeline can be unpredictable due to the reliance on other teams and the nominees themselves. In general, we suggest allowing at least two to three weeks for nominations to be processed.

Actions for Departments in relation to appointing and supporting External Examiners

- Check that External Examiners are appointed for all courses/modules (reports are available to provide information on [module](#) and [award](#) gaps, and [schedules](#) by department). Contact QUAD to confirm any gaps and schedule changes for the new year.
- Nominate externals for External Examiner vacancies. The [External Examiner Nomination Portal](#) is used by departmental staff for nominating an External Examiner to replace an outgoing Examiner or to cover new courses or modules. Department users should refer to the [Nomination Portal User Guide](#) for more detail on the administration of new nominations, including timescales for appointment processing.
- Ensure you are sending External Examiners all of the information they need throughout the year as outlined in the [guidance](#) on preparing for the External Examiner role.
- External Examiners in their first year of appointment should be invited by their link department to visit a University of Essex campus at least once within the first academic year. Guidance on fees and expenses (what's covered) is [available](#). Meetings with students (in person or virtually) are optional but reported as helpful in completing their roles by many External Examiners.
- The [External Examiner Report Portal](#) is an online submission system for External Examiner reports. Reports, and Departmental Responses to reports, will be saved within the system and will be accessible to relevant members of departmental and faculty staff to feed into the University of Essex's quality assurance processes.
- Remember that External Examiners with responsibility for dual provision (UG and PGT) should submit two reports, one following their UG deadline and one following the PGT deadline. External Examiners should submit their reports within four weeks of the final exam board at each level of provision, and no later than 31 August (UG) or 31 December (PGT).

Key links:

- [External Examiner nomination](#)
- [External Examiner roles and responsibilities](#)
- [External Examiner nomination criteria](#)
- Nomination Portal User Guides: [Department Admin](#) and [Heads of Department](#)
- [Preparation for the External Examiner role](#)
- [Report submission (University of Essex)](#)
- [External Examiner fees and expenses](#)
- [Termination of External Examiner contract](#)
- [External Examiners allocated to current programmes (including unallocated programmes)](#)
- [External Examiners allocated to current modules (including unallocated modules)](#)

Periodic Reviews

- Periodic Reviews evaluate a course or group of related courses to assure the continuing quality of provision in the department. The Periodic Review usually takes place every five years and is the basis for re-approval of the courses with effect from the following academic year. Periodic Reviews apply to all levels of provision (UG, PGT and PGR), though may be undertaken separately for UG and PG provision.

- These events are considered a good opportunity for reflection and enhancement - they enable the department to take a holistic view across programmes and levels (where appropriate), to take stock of the curriculum and developments within the subject, and to evaluate continuing relevance and currency. Periodic Review Panel meetings usually take place across the autumn and spring terms in two stages. During Stage 1, the Panel meets with students and agrees key themes and questions which are sent to the department in preparation for Stage 2. Stage 2 usually takes place approximately 6 weeks after Stage 1 and consists of Panel meetings with the department team and any other groups as appropriate. Following the discussions, the Panel agree the outcome of the Periodic Review.

- During the feedback session with the department, the Chair will announce the outcome of the event and notify the team of any conditions and/or recommendations that should be addressed or considered. Commendations will also be highlighted. A formal report is written by the secretary, and the outcome is reported through the University's Committee structure. Departments are asked to provide a response to the conditions and recommendations approximately 8 weeks after the final Panel meeting and they are also asked to provide information about actions in response to Periodic Review via the Annual Review of Courses process. The department should also provide students with an executive summary of the Periodic Review outcome.

- Given the particular context of the institutional-wide review of the Academic Framework, additional guidance for panels has been issued for 2024-25. This is available here.

Key documents and guidance are available on our Periodic Review webpages.

- Periodic Review Planning and Timeline
- Guidance for Periodic Review Panel Members
- Guidance for Students
- Opportunities for student participation in Periodic Reviews
- Periodic Review Document List
- Periodic Review Reflective Document Template
- Periodic Review Reflective Document Guidance
- Periodic Review Summary of Quality Assurance Template

Review the schedule of Periodic Review events to check when your next Periodic Review is due. If your Review is due in the current academic year, you will have been notified and contacted by QUAD over the summer of the previous academic year.

Student Module Feedback

Key Student Module Feedback Dates available online.

- According to the University's Student Module Feedback policy, feedback from students should actively be sought at least twice within a module, only one of which must be formal. Departments are required to issue a survey at the end of the module which is formally recorded, but may also include qualitative means of collecting feedback (for example informal classroom conversations, focus groups and/or online forums). All registered students should have the opportunity to respond to the survey and students should be able to offer feedback at any point during the module.

- Student Module Feedback surveys are administered centrally via QUAD each term for every module. All students will receive an email from University of Essex Surveys (no-reply)@essex.ac.uk inviting them to complete a brief online survey for each module undertaken over the preceding term. Available surveys are also accessible via the Evaluations block on the right-hand side of their Moodle homepage.

- Departments/schools are asked to support the Student Module Feedback process by reviewing and approving the list of modules to be surveyed each term, informing QUAD of modules requiring bespoke timings or changes to module leads; monitoring survey response rates provided by QUAD via Box; and promoting completion of surveys with students and academic staff.

- Experience has consistently shown that surveys gather the highest response rates when time is set aside in class for students to complete available surveys. Designated module leads receive a notification email when surveys for their modules are opened, and can access response rates via Moodle. Departments/schools should ensure academic staff have access to the Student Module Feedback guidance for module leads and the template PowerPoint slides for promoting surveys.

- Student Module Feedback results should be discussed at a Departmental meeting to look at themes and trends and to consider any changes that might be appropriate in the light of the survey outcomes. Student Voice Groups (SVGs) should receive summary reports on the Module Feedback results, and the reports should be available to all students following discussion at the SVGs. Heads of Department must ensure that the outcomes of Student Module Feedback are considered as part of Annual Review of Courses (ARC) reports.

- Student Module Feedback should also complement other formal and informal forms of student feedback and representation (e.g. NSS, UKES, Student Voice Groups, student representatives).

Please direct your queries regarding Student Module Feedback to module.evaluation@essex.ac.uk and we will be very glad to assist with:

- Module-specific updates to survey timings or staffing details
- Creation/approval of new question sets to complement the Senate-approved core questions
- Providing historical Student Module Feedback results, pre-dating 2023-24 (where available)
- Providing bespoke and aggregate reports on Student Module Feedback results
- Liaising with the Students' Union and Student Experience team to promote surveys and boost response rates
- Any other queries about the Student Module Feedback policy

Further Information

Training and guidance available

For specific areas of quality assurance and enhancement activity see the Quality and Academic Development webpages as follows:

- Course design, approval, and modification
  - o The Quality and Academic Development team provide training on the Curriculum Update process each year – these sessions are advertised via HR Organiser. Departments are also welcome to contact the team at any time to seek advice (crt@essex.ac.uk or quad@essex.ac.uk).
  - o Further advice and guidance on module and course design is available from a range of sources and teams across the University.
  - o Framework on external engagement for changes to existing courses and modules
  - o Framework on student consultation and notification
  - o Curriculum Update Moodle Guidance and Resources
- Quality assurance and enhancement principles and structures
- Annual Review of Courses
- External Examiners (Taught)
  - o This includes detailed guidance on the processes of nomination and on the use of the Report Portal for both departments and External Examiners for taught provision.
- Student feedback and representation
  - o This includes guidance on, and requirements for, running Student Module Feedback.
  - o Further guidance on student voice and feedback has been developed by the Student Experience Team; contact studentvoice@essex.ac.uk for more information.
- Periodic Review

Document review information

Document owner	Quality and Academic Development
Document last reviewed by	Aminah Suhail, Quality and Academic Development Manager
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Review frequency	Annually

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