

Summary of Regulatory / Teaching Quality Assurance (TQA) Changes 2026/27

We have made a number of clarifications and updates to the University's Academic Regulations and related policies and procedures for the 2026/27 academic year. A summary of the key changes is provided below, together with links to the relevant policy documents as published in the [Ordinances](#), [Regulations](#) and [Teaching Quality Assurance \(TQA\) Manual](#).

The tables below summarise amendments approved by either the Education Board (EdB) or the Postgraduate Research Board (PGRB). EdB-approved changes apply to undergraduate (UG) and postgraduate taught (PGT) programmes and, unless otherwise stated, to the taught components of Professional Doctorates. PGRB-approved changes apply to postgraduate research (PGR) programmes and to the research components of Professional Doctorates. Where amendments affect both taught and research provision, both Boards are listed in the Approved By column.

All Ordinances, Regulations and TQA Handbooks are updated annually to make minor wording changes, error corrections, updates to role titles in response to institutional changes and hyperlinks updated throughout. Such changes are not detailed in the tables below.

This document provides a summary of amendments to regulations, policies and procedures approved by the Education Board and Postgraduate Research Board. It is not a substitute for the Board minutes and papers, which provide the full details of each amendment. To access Board papers, please contact the relevant email address below.

If you have a question about any of these changes or require more detail of the specifics of any change listed below, please contact educationpolicy@exeter.ac.uk (for taught policies & handbooks) or dcqualitydevelopment@exeter.ac.uk (for PGR policies and handbooks).

REGULATION / POLICY	APPROVED BY	CHANGE FOR 2026/27
University Ordinances		
Ordinance 1, Admission of Students	Education Board (EdB)	Updating Ordinance 1 and the University's undergraduate admissions regulations to align formal requirements with current policy and practice, including updates relating to safeguarding, health checks, admissions verification processes, entry requirements and role titles, together with changes to credit transfer and the recognition of prior study to support Transnational Education (TNE) and Academic Partnerships.
Ordinance 3, University Examinations and Ordinance 5, The Conduct of Examinations	EdB and PGRB	Clarifying the requirements in Ordinances 3 and 5 for appointing External Examiners for taught programmes (including taught elements of Professional Doctorates) and Postgraduate Research (PGR) theses (including the research element of Professional Doctorates). <i>Also see the External Examining of Taught Programmes section below.</i>
Ordinance 6, Academic Progress, Engagement and Attendance Requirements <i>Previously called Academic Requirements.</i>	EdB and PGRB	Updating Ordinance 6 to align with the revised Unsatisfactory Student Progress, Engagement and Attendance (USPEA) Policy, including the addition of formal definitions of progress and engagement, and the removal of references to visa study period restrictions not enforced through USPEA. The Ordinance name was also updated. Also see the Learning and Teaching Support (LTS) Handbook section below.
University Regulations: Part 1		
Regulations Governing Academic Programmes: Postgraduate Research Programmes	PGRB	Updating the Regulations Governing Postgraduate Research Programmes to reflect current institutional practice, including requirements relating to thesis presentation, and improving consistency, clarity and ease of navigation across the regulations.

Regulations for Academic and Official Dress	EdB and PGRB	Clarifying requirements for undergraduate academic costume (including wearing of a black mortarboard), removing gender-specific language to support equality and inclusion, and updating provisions to ensure the Regulations accurately reflect current University practice.
B: Regulations Relating to the Use of Information Technology Facilities	EdB and PGRB	Updating the IT Regulations to reflect current organisational structures and role titles, with no substantive changes to policy requirements.
D: Disciplinary Procedure	EdB and PGRB	Expanding the membership of Boards hearing major misconduct cases to include staff representatives where Students' Guild/Union representation cannot be facilitated, enabling Boards to be convened more efficiently while maintaining appropriate governance and improving the student experience.
E: Fitness to Practise Procedures	EdB and PGRB	Updating the definition of Investigating Officer, clarifying referral pathways, panel processes, timescales and membership arrangements, improving the accuracy and accessibility of policy content, removing and updating hyperlinks, and strengthening transparency and consistency in the administration of Fitness to Practise cases and appeals.
F: Health, Wellbeing and Support for Study Procedures (HWSS)	EdB and PGRB	Repositioning and restructuring of Level 3 arrangements, creation of a new section of the Procedure to host Level 3 information and guidance, and the renaming of Level 3 as the Fitness to Study Panel to improve clarity, emphasise the supportive nature of earlier stages of the process, and better reflect the significance of decisions taken at this level. Amendments also include minor wording and role title updates.
J: Misconduct Procedure for Students	EdB and PGRB	Updating wording, role titles and policy references, and replacing references to students 'accused' of misconduct with the term 'Responding Party' in line with emerging sector guidance, supporting fair, consistent and student-centred case management.
K: Sexual Misconduct Procedure for Students	EdB and PGRB	Updating institutional roles and titles and adopting the term 'Responding Party' for students reported for sexual misconduct to align with sector guidance and support consistent, fair and appropriate case management.
Assessment, Progression and Awarding: Taught Programmes Handbook		
Phase one APA review Chapter 1, Introduction Chapter 2, Setting and Submission of Assessments, updates and relocation or retirement of Annexes 2-8 Chapter 3, Examinations and retirement of Annexes A, B, B1 and K - Chapter 12 Academic Misconduct and Annexes A-C and 1. <i>Chapter replaced with standalone Handbook: Academic Conduct and Practice Handbook</i> Chapter 12, Review and Publication of Degree Outcomes, updates and relocation of Annexes H-J. <i>Previously numbered 13.</i>	EdB	Updating Chapter 1 to update references to the Office for Students (OfS) and Quality Assurance Agency (QAA), the relocating, retiring and rationalising multiple annexes and supporting guidance across several chapters of the Assessment, Progression and Awarding Handbook, and improving accessibility, navigation and maintenance of several chapters. Includes relocating chapter 12 to a standalone Handbook. Users should ensure hyperlinks from other sources are updated. <i>This lays the foundations for further work during the 2026/27 academic year.</i>
Chapter 6, Feedback	EdB and PGRB	- Updating assessment feedback terminology by replacing "published results day" with "global results day" and clarifying alternative feedback arrangements and the timing of feedback for end-of-term assessments (via Chair's Action Nov 2025). - Revising the definitions of 'End-of-Term' and 'Mid-Term' assessments, reducing the number of assessments classified as end-of-term to support more timely feedback on in-term work, clarifying arrangements for assessments with deadline extensions, and updating feedback and marks return arrangements for programmes that do not follow the standard taught programme delivery model.

Chapter 10 Annex 1 - Mitigation Supplementary Information <i>Previously called Annex F, Mitigation.</i>	EdB and PGRB	• Permitting Pastoral Mentors to provide internal support for late mitigation applications for students they are actively supporting, reducing duplication, administrative burden and delays while maintaining existing eligibility criteria and evidential requirements. • Renamed and grouped within Chapter 10.
Chapter 10 Annex 3, Mitigation for Study Abroad	EdB	• Introducing a formal University-wide Study Abroad Mitigation Policy and a single Study Abroad Mitigation Committee, including clear principles, eligibility criteria, permissible outcomes, governance arrangements, and application and appeals processes, to provide a consistent, transparent and equitable framework for addressing significant disruption during periods of study abroad.
Credit and Qualifications Framework (CQF)		
Annex A	EdB and PGRB	• Including the new DPPClinPrac Exit Awards and remove old awards following reapproval of the programme via significant amendment. (Via Chair's Action Sept 25). • Introducing the BSc Adult Nursing (Integrated Degree Apprenticeship (IDA)) ahead of the Nursing and Midwifery Council (NMC) approval. (Via Chair's Action Oct 25). • Introducing the new Engineering awards and Exit Awards to address gaps in programme structures for Foundation and International Foundation Year pathways, ensure appropriate progression and exit routes for students, improve reporting, and remove obsolete bespoke awards that are no longer required under the new Content Management System (CMS). (Via Chair's Action March 26). • Introducing three new TNE awards to support the new MA Applied Security and Strategy programme, and withdrawal of an obsolete undergraduate award following changes to the classification arrangements for the LLB Law (Brickfields 2+1) programme. (Via Chair's Action April 26). • Introducing a Foundation Year variant for the MSci Natural Sciences programmes and add the associated award.
External Examining of Taught Programmes Handbook		
External Examining of Taught Programmes Handbook <i>Previously External Examining Handbook.</i>	EdB and PGRB	• Restructuring and updating as a dedicated External Examining of Taught Programmes Handbook, providing clearer guidance, revised governance arrangements, enhanced clarification of roles and responsibilities, improved navigation, a more proportionate risk-based approach to external examiner scrutiny, and clearer distinction between taught programme and postgraduate research external examining requirements. <i>The Handbook remains relevant for taught elements of professional doctorate programmes. Policies related to PGR examinations is available in the TQA PGR Handbook, Chapter 12 - Handbook for Examination of PGR programmes.</i> <i>Also see Ordinances and Regulations.</i>
Learning and Teaching Support Handbook (LTS)		
Chapter 15, Unsatisfactory Student Progress, Engagement & Attendance Policy and Annex 1: Designated Authorities (and delegated authority) for each stage of the USPEA Policy	EdB and PGRB	• Updating the designated authorities table to reflect the revised three-stage USPEA process (removing the former Stage 4 Dean's Action), adding withdrawal of a student under USPEA as a Stage 3 outcome, definitions added for both taught and PGR students, clarifications made throughout to aid the reader, de-escalation opportunities added for use if and when a student's progress, engagement, and attendance return to, and is maintained at, satisfactory levels, a requirement for annual data-based reports to be submitted to EdB and PGRB to retain oversight of the implementation. • Replacing INTO references with International Study Centre (ISC), adding provision for Academic Partners delivering programmes under Validation Agreements, and introducing the Dean for Professional Education and Partnerships as an alternative authority at Stage 3 for Degree Apprenticeship students, updating relevant default authorities for PGR to include the Business School Director of PGR.

Chapter 22, ELE: Code of Good Practice	EdB and PGRB	Establishing a revised principles-based framework for the Exeter Learning Environment (ELE), clarifying the role of ELE in supporting the learner experience, updating and reorganising minimum requirements for accessibility, orientation, assessment and learning design, strengthening alignment with The Accessible Teaching and Learning Policy (ATLP), and reducing duplication through greater reliance on authoritative University guidance and resources.
Chapter 29, Taught Attendance and Engagement Policy	EdB and PGRB	Strengthening compliance with Student Loans Company and regulatory requirements by clarifying University and student responsibilities, introducing clearer attendance monitoring and withdrawal processes, and establishing specific attendance, absence reporting, monitoring and support arrangements for Degree Apprenticeship students.
Post Graduate Research Handbook (PGR)		
Chapter 3, Arrangements and Appointment of Supervision of PGR Students	PGRB	Renaming the chapter from “PGR Supervision” to “Arrangements and Appointment of Supervision of PGR Students”.
Chapter 4, Responsibilities of PGR Supervisors, Students, Pastoral Tutors and Faculties	PGRB	Renaming the chapter from “PGR Supervision” to “Responsibilities of PGR Supervisors, Students, Pastoral Tutors and Faculties”.
Chapter 5 - Periods of registration and changes to registration status for PGR students	PGRB	<u>PGRs returning from medical interruptions (section 4)</u> Revising the medical return from interruption process for PGR students, introducing self-certification for return from standard medical interruptions, updating the criteria for enhanced medical interruptions, and clarifying the requirements for evidence of fitness to return to study and engagement with the Education Welfare Team where appropriate.
	PGRB	<u>Submission pending status (section 8)</u> Introducing a revised Submission Pending Status framework, replacing continuation status, clarifying eligibility criteria, application and approval requirements, interactions with extensions and student progress processes, maximum duration and fee implications, and eligibility requirements for professional doctorate students.
	PGRB	<u>Extensions to study (Section 9)</u> Clarifying the relationship between extensions and Submission Pending Status, restricting extensions to exceptional circumstances, strengthening application timelines, defining required student actions where extension requests are not approved, introducing fee implications for students reverting from Submission Pending Status, and confirming the issue of formal warnings under the Unsatisfactory Student Progress, Engagement and Attendance Policy for all approved extensions.
Chapter 9 - Upgrade from MPhil, MA by Research or MSc by Research to Doctoral Study	PGRB	Revising the PGR upgrade procedures, introducing the use of Turnitin for initial upgrade submissions, permitting further Turnitin review only where requested by the upgrade panel, aligning upgrade outcomes with final viva outcomes, and updating resubmission arrangements to reflect final viva guidance.
Chapter 11 - Presentation of theses/dissertations for PGR degrees: statement of procedures	PGRB	Updating thesis submission requirements and guidance to support students and examiners in submitting and assessing theses that are clear, well-structured and aligned with institutional expectations.
Chapter 11 Annex 1 - PGR thesis/dissertation preliminary pages template	PGRB	Replacing the previous thesis title example page with a template document that provides clear guidance on the structure and formatting requirements for the preliminary pages of a PGR thesis or dissertation.
Chapter 13 – Research Misconduct	PGRB	Updating PGR academic misconduct procedures by requiring consultation with PGR Student Cases when cases are referred to the Associate Pro-Vice-Chancellor Research (APVC-R)/ Faculty Director of PGR (FDPGR), enhancing the penalty framework for misconduct identified at different stages of the PGR lifecycle and examination process, and introducing a dedicated appendix containing a detailed table of penalties. A new Appendix (Section 11) has been created for the detailed Table of Penalties.

Quality Review and Enhancement Framework Handbook		
Quality Review and Enhancement Framework (QREF) Chapter 1, Principles and Purpose Chapter 2, QRE Taught Programmes Chapter 4, Programme Enhancement Process (PEP). Previously number 6. Learning and Teaching Support Handbook Approval and Revision of Taught Modules and Programmes Handbook Special Provisions for Online Programmes	EdB and PGRB	Aligning the framework with the revised flipped model (Annual Review Meeting (ARM) in the autumn with Self-Assessment Report (SAR) completed afterwards) and emerging OfS expectations, consolidating and streamlining chapter content, updating the Programme Enhancement Process (PEP) in light of recent validated partnership review findings, and removing references to Teaching Excellence Action Plan (TEAP) and Teaching Excellence Monitoring (TEM) meetings across associated TQA chapters and handbooks. Peer Dialogue (previously Chapter 5) as also been merged into Chapters 1 and 2, and also the EduExe Toolkit, and Chapter 4, External Examining, has been removed as there is a standalone handbook. Additional amendments have been made to other TQA Chapters/Handbooks, to remove reference to TEAP/TEM.
Special Provisions for Degree Apprenticeships		
Special Provisions for Degree Apprenticeships	EdB	Updating terminology and regulatory references to reflect the transition from Institute for Apprenticeships and Technical Education (IfATE) and the Education and Skills Funding Agency (ESFA) to Skills England and the Department for Work and Pensions (DWP); clarifying requirements relating to resits, gateway and End Point Assessment; updating credit framework and off-the-job learning provisions; strengthening compliance with attendance and engagement requirements; updating apprenticeship-related guidance, processes, infographics and supporting documentation; and removing outdated, duplicated or no longer applicable content.
Special Provisions for Programmes with Accreditation Licenced by the Engineering Council		
Special Provisions for Programmes with Accreditation Licenced by the Engineering Council	EdB	Clarifying that modules cannot be condoned where this would prevent a student from being summatively assessed against all Engineering Council Accreditation of Higher Education Programmes (AHEP4) Learning Outcomes, alongside minor grammatical and terminology updates.
Academic Conduct and Practice Handbook		
Academic Conduct and Practice Handbook <i>Previously called Chapter 12, Academic conduct and practice of the Assessment, see above.</i>	EdB and PGRB	Improving the clarity, consistency and accuracy through procedural refinements, correction of typographical errors, standardisation of timescales, clarification of staff roles and responsibilities, updates to Academic Conduct meeting processes, and enhanced guidance on the application of academic misconduct penalties.
ZJUT and UoE Joint Education Institute Regulations		
Zhejiang University of Technology (ZJUT) and University of Exeter (UoE) Joint Institute Programme Regulations	EdB	Introducing the new ZJUT Regulations.