

Summary of Regulatory / Teaching Quality Assurance (TQA) Changes 2025/26

We have made some clarifications and changes to several of our academic regulations and related policies and procedures for the 2025/26 academic year. Below is a summary of the changes we have made with direct links to the individual documents. You can find our [Ordinances](#), [Regulations](#) and [Teaching Quality Assurance Manual](#) (TQA) on our website. This document will also be made available on the website. Minor changes to wording and/or terminology that do not affect how the regulations, policy or procedure work in practice have not been included in this summary. Unless otherwise stated, changes apply to all students (continuing and new) with effect from the 2025-26 academic year.

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

REGULATION / POLICY	CHANGE FOR 2025-26
University Ordinances / Regulations	
Regulation A: General Regulations for Students)	<p>4.2 removed (to align with details in LTS Chapter 7 and 27)</p> <p>4.5 adjusted to note the use of a change of programme form.</p> <p>4.6 amended to reference the Student Record System.</p>
General Regulations for Students	Removal of student and staff misconduct complaints from the student complaints procedure and replace it with its own misconduct procedure.
Student Disciplinary Procedure	The Student Complaints procedure has been updated to remove content relating to misconduct concerns and to provide a more streamlined procedure for students to use when they have a complaint about their academic experience or a service provision.
Student Complaints Procedure	The Sexual Misconduct and Misconduct regulations need to be homed in the Calendar of regulations (in addition to being hosted on the Report page).

Teaching Quality Assurance Manual	
	Staff Student Liaison Committee replaced with Student Voice Partnership throughout. Tier 4 Visa Holder removed throughout.
Academic Partnerships Handbook	
Various Chapters	Please see Appendix 1 to this Summary which sets out the minor adjustments and adaptations to the policies and processes presented in this Handbook and other Handbooks of the TQA Manual to provide clarification for academic partners, primarily Validation Partners, in adopting and implementing the University's requirements in relation to academic governance and quality and standards assurance and enhancement.
Annexes 1-15	All Annexes removed. Now located on the Academic Partnerships web page
Approval and Revision of Taught Programmes Handbook (ARTMAP)	
Chapter 4: Academic Approval	Amended to note the requirement for an Accessibility Statement for each module as detailed in the ATLP.
Annexes 1-12	All annexes removed. Now located on the PDQE webpage . Annex 10 amended to reference compliance with the ATLP
Assessment, Progression & Awarding Handbook (APA)	
Chapter 6: Feedback	3.3 – inclusion of requirements relating to the Accessible Teaching and Learning Policy (ATLP) with regard to module design and the Module Descriptor. 3.5 – reference to inclusion of an Accessibility Statement.

	<p>Additional references to requirements of the ATLP noted throughout the chapter.</p> <p>Amendments as follows:</p> <ul style="list-style-type: none"> Assessment feedback for mid-term assessments to be submitted before the last three weeks of term (excluding examinations) should be returned to students within 15 working days (excluding Bank Holidays and University Closure Days) of the original submission date. Assessment feedback for end of term assessments to be submitted within the last three weeks of term or immediately following the spring/winter vacation (including examinations), should be returned to students on the published results day at the start of the next term. <p>Annex 1- Timely Feedback Overarching Principals and Annex 2- Timely Feedback Deadlines removed.</p>
Chapter 7: Assessment, Progression and Awarding Committees (APACs)	Annex 1 – APAC Summary removed.
Chapter 10: Mitigation	<p>Adjustments to section 10.4.1, 10.4.2 and 10.4.3 to provide further details on late / retrospective mitigation claims.</p> <p>Additional amendments as follows:</p> <ul style="list-style-type: none"> 1.1.1 Students to be able to add up to four, five working day evidence-free extensions to assessment submission deadlines during the academic year 1.1.2 Students to be able to apply for one or two weeks of evidence-based extensions to assessment submission deadlines as and when needed. 1.1.3 A two-week evidenced-based extension cannot be added to a previous one-week evidence-free extension, as the maximum extension is two weeks. 1.1.4 The ability for students to apply for a three-week evidence-based extension to assessment submission deadlines to be removed.

<p>Chapter 12: Academic Conduct and Practice</p>	<p>Annual review of the Chapter:</p> <p>12.2.2 has been edited to reflect the change of name of the Division in which Student Cases is based.</p> <p>12.3.1 has been corrected to explain that it is the examples listed after each offence that are not limited rather than the offences themselves.</p> <p>12.3.1c Further clarification for the example given for Collusion to make it clear that a student can be found guilty of collusion even if they did not gain an advantage for themselves.</p> <p>12.7.1 has been edited to make it clear that previous finding of Academic Misconduct should not always result in a referral to a Committee of Academic Enquiry and that this would only be the case if a student was being referred for a second significant Academic Misconduct offence.</p> <p>12.17.11 This clause has been added to clarify that meetings will be conducted in the English language (with exceptions only when a foreign language assessment is being discussed and it is appropriate for sections of the meeting to involve discussion in the assessed language) and that the use of translation software during the meeting is not permitted.</p> <p>12.17.13 This clause has been added to clarify the evidence upon which a panel will make their decision.</p> <p>12.20 Minor changes have been made throughout this section to correct typographic errors, with some rewording to help make the procedure easier to understand for both staff and students.</p> <p>12.21 Minor changes have been made throughout this section to correct typographic errors, with some rewording to help make the procedure easier to understand for both staff and students. Changes are largely in:</p> <p>12.21.1 to clarify membership of the Review Panel;</p>
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	<p>12.21.2 the clarify that any representations must be in writing, and that there is no right of be no right of attendance for any other members of University staff, students, or their representatives, 12.22.5 Detail added to Tariff B and C to make it clear how these impact referral attempts. A reminder of 12.2.15 (to clarify that normal progression rules apply for students found guilty of academic offences).</p> <p>12.23 This section has been extensively updated to more closely align the appeal procedure for academic misconduct with the Procedures Relating to Student Academic Appeals within Part 1 of the University Regulations. As well as some minor changes to correct typographic errors etc., the following changes have been made:</p> <p>12.23.2 Inclusion of details of the consequences of abusing the appeal process;</p> <p>12.23.3 Inclusion of the University's responsibility to protect itself, and instances which may result in a student's access to the appeal procedure, or to staff connected with the appeal, being limited or withdrawn.</p> <p>12.23.4 Inclusion of details of who is able to submit an appeal, timeframes for appeal, and the responsibility of students to submit their own supporting evidence (if any) for their appeal.</p> <p>12.23.5 Inclusion of the procedure for appeal submitted outside of published timeframes.</p> <p>12.23.6 Inclusion of sharing information with other teams in relation to an appeal.</p> <p>12.23.7 Inclusion of details of the timeframes within which the University Cases team will aim to resolve an appeal.</p> <p>12.23.8 Inclusion of the permitted grounds for appeal.</p> <p>12.23.10 Inclusion of a reference to the OIAHE should a student not be satisfied if their appeal is dismissed.</p>
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	<p>12.23.11 Inclusion of detail relating to the prima facie consideration for an appeal, including the option to settle an appeal with the student without holding a Senate Appeal Board.</p> <p>12.23.12 Inclusion of detail on when a Senate Appeal Committee will be convened i.e. if a student has not accepted a settlement offer made by the University Cases team.</p> <p>12.23.13 Inclusion of detail on the composition of a Senate Appeal Committee.</p> <p>12.23.16 Inclusion of the timeframe within the student should receive a decision following a Senate Appeal Committee.</p> <p>12.12.2, 12.18.3, 12.20.7, 12.21.1, 12.23.3, and 12.23.11 have been edited to replacing Director of Corporate services with Divisional Director of Education and Academic Services (or nominee)</p>
Annex C- P/D APAC Minute Template	Removed.
Annex D- FAPAC Minute Template	Removed.
Annex E – Not used	Removed.
Annex F	Adjustments to section 4 to provide further details on late / retrospective mitigation claims. Removal of the non-exhaustive list of examples of mitigation circumstances where a third weeks' extension may be approved.
Annex L - Appendix A - Template Invitation to Viva	Removed.
Credit & Qualifications Framework (CQF)	

Chapter 12; Award of Undergraduate Degrees 'With Proficiency in/Advanced Proficiency in' and 'With a Minor in'	<p>Clarification in 12, 12.1 and 12.2 about requirements for 'with proficiency in' and 'with minor in'.</p> <p>Remainder of Chapter 12 removed.</p>
Annex A	<ul style="list-style-type: none"> a. Create two new sections in the Credit and Qualifications Framework Annex A to house Transnational UG and PGT awards. b. Add six UG awards in the Credit and Qualifications Framework Annex A to support the introduction of the BSc Digital Media Technology, BSc Data Science and BEng Energy and Environmental Engineering programmes. The new awards are titled/structured as follows: <ul style="list-style-type: none"> i. UT64-01-01 Bachelor of Science (Honours) (Transnational Education - ZJUT) (Stages 3 and 4 weighted 1:2). ii. UT64-01-02 Bachelor of Engineering (Honours) (Transnational Education - ZJUT) (Stages 3 and 4 weighted 1:2). iii. UT64-02-01 Bachelor of Science (Ordinary) (Transnational Education - ZJUT). iv. UT64-02-02 Bachelor of Engineering (Ordinary) (Transnational Education - ZJUT). v. UT53-01-01 Diploma of Higher Education (Transnational Education - ZJUT). vi. UT42-01-01 Certificate of Higher Education (Transnational Education - ZJUT). c. Add three PGT awards in the Credit and Qualifications Framework Annex A to support the introduction of the MSc Electronic Information and MSc Energy and Power Engineering programmes. The new awards are titled/structured as follows. <ul style="list-style-type: none"> i. TT71-01-01 Master of Science (Transnational Education - ZJUT). ii. TT71-01-02 Postgraduate Diploma (Transnational Education - ZJUT). iii. TT71-01-03 Postgraduate Certificate (Transnational Education - ZJUT). d. Update the U63-04-01 footnote to align with the new Clinical Immersion and Simulated Practice Learning module structures. The footnote now reads "The Bachelor of Science (Honours) (Adult Nursing) award used on the UFS3EMSEMS07 BSc Adult Nursing programme excludes pass/fail only Clinical Immersion and Simulated Practice Learning modules from the classification calculation and is

	<p>based on performance in 75 60 credits of academic modules in each of Stages 2 and 3. This award has a discrete External Qualification Aim of 18N.”</p> <p>e. Create a new MSci (Nursing) award for use from 2025/6 onwards to align with the new Clinical Immersion and Simulated Practice Learning module structures. The two existing awards will be taught out.</p>
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Exceptional Circumstances Handbook (EC)	
Chapter 1	<p>Contents list revised.</p> <p>Declaration of Exceptional Circumstances or Exceptional Years must be a joint decision by both the Dean of Taught Students and the Dean of PGR.</p> <p>Recognition that the Handbook now applies to both taught and PGR provision</p>
Chapters 2-3	<p>Reviewed and revised to present a clear suite of education policy principles and options that may be adopted should Exceptional Circumstances.</p> <p>The review and revisions took account of the policy recommendations arising from the last declared Exceptional Year of 2023/24.</p> <p>The additional roles and responsibilities of the University Assessment Progression and Awarding Committee (UAPAC) were also clarified and aligned with the amendments for its roles and responsibilities in non-Exceptional Circumstances and Exceptional Years.</p>
Chapter 4- Adjustment to Assessment Processes and Ratification of PGR Awards in ECs	<p>Inclusion of new chapter presenting policy principles and options to support the research, progress, examination and awarding of PGR students during Exceptional Circumstances and Exceptional Years</p>

Log of Exceptional Circumstances and Years	Added to the landing page of the Exceptional Circumstances Handbook for public record and ease of reference.
External Examining Handbook	
Chapter 4, Annex 1	Revised Principal External Examiner role descriptor added.
Learning and Teaching Support Handbook (LTS)	
Chapter 7: Periods of Study and Changes to Registration Status for Taught Students,	Removal of 'postgraduate' from chapter title and 1.3. Reference to postgraduate entered in 2.2 and 2.3
Chapter 8: Academic Tutoring: code of good practice	Minor amendments across the TQA Manual to ensure that it accurately reflects the new models of academic tutoring established by the SAS project as part of the implementation of Pastoral Mentors across the institution (a new section added to the chapter). The amendments also reflect the changes made to the TQA in May 2024 regarding the terminology and function of Academic Tutors (also referred to as Personal Tutors).
Chapter 11; Taught Student/Staff Liaison Committees: Code of Good Practice	Full revision of the chapter to formalise current practice and reframe the SSLC process with a three-component approach: 1) a variety of student voice activity, 2) Student Voice Action Plan, 3) Student Voice Action Plan review meeting. All references to 'SSLCs' replaced by 'Student Voice Partnership'. References to Academic Representation elections and Academic Representation role titles (Subject Chair/Department Officer) changed to more generic language to future-proof the Code for further changes later after conclusion of the Students' Guild's Academic Representation Review.
Chapter 11, Annex 1- Academic Representation Toolkit	Removed. Now published by the Students' Guild and Students' Union.

Chapter 14: Temporary Visa Interruption and Withdrawal (Applicable only to Students Who are subject to Immigration Control)	Inclusion of statement that where the University should have but does not have, a UK contact address for students, the Temporary Visa Interruption process can be used to compel students to comply with this requirement (2.2 and 2.3).
Chapter 15: Unsatisfactory Student Progression, Engagement and Attendance	Definitions of taught student 'attendance' and 'engagement' amended to align with those in the revised Chapter 29: Taught Student Attendance and Engagement Policy (see below)
Chapter 15 – Annex 1-7	Annexes 1-7 removed & relocated to internal Education Support sites SharePoint sites Remaining annexes have been renamed (1 & 2)
Chapter 19: Study and Work Experience Abroad (Outbound Student)	Amendment to 2.3 to clarify the rules pertaining to Stage 2 progression to Stage 3 study abroad placement.
Chapter 20: Prizes Annex 1-5 (forms)	Removed. Relocated to EPQS webpage .
Chapter 21, Annex 1 – IR35 Process Summary	Removed.
Chapter 22: Exeter Learning Environment: Code of Good Practice	References to ATLP requirements added including reference to Accessibility Statement in Section 2. Minor amendments to reflect recent updates related to the transition from BART to ELE for coursework assessment. An additional item has also been included to clarify how feedback will be provided to students.
Chapter 25; Student Pregnancy, and Family Leave Policy	Extensive review of the chapter to account for legislative changes. Policy renamed “Student Pregnancy and Family Leave Policy” to capture different kinds of leave associated with becoming new parents.

	<p>Clarification of definitions, updates gendered language and uses language more accessible to international audiences.</p> <p>Introduction of neonatal care leave, which all student parents are eligible for while their children are in receipt of neonatal care leave in a hospital setting.</p> <p>Students may take a phased return to study following maternity leave, provided their programme supports this level of flexibility.</p> <p>Amendments made to the PGR Pregnancy and Family Leave funding policy in response to these changes and changes to the UKRI terms and conditions.</p> <p>Pregnancy and New Parent Support and Adjustments Plan has been updated.</p>
Chapter 26; Inclusive Practice within Academic Study	Reference to the requirements of the ATLP in 1.5, 1.8, 4.1.2, 5.7b and throughout)
Chapter 27; Registration	<p>To clarify in 2.2.4 that students who have had academic debt sanctions applied at the end of the previous academic year who have been unable to re-register due to debtor status by the start of the teaching term will be deemed to have withdrawn and will have their registration terminated as per the <u>Student Finance Regulations</u>.</p> <p>To clarify in 4.3 that a re-instatement fee will only be applicable to PGR students.</p>
Chapter 29: Taught Student Attendance and Engagement Policy	<p>Full Chapter review and revision to align with changes in the digital check requirements and provision of attendance and engagement support by Departmental Pastoral Mentors. This should be viewed as an 'enabling policy' which will be rolled out to different groups of students over time.</p> <p>The changes are summarised below:</p>

	<p>Section 1</p> <p>Introduces a new Introduction and Rationale, which sets clearly sets out the primary purpose of the policy, as, “...to support students in meeting their attendance and engagement responsibilities and expectations and maximise their opportunity for success. It also updates the previous definitions of ‘Attendance’ and ‘Engagement’ and sets out the responsibilities of the University for attendance and engagement.</p> <p>Section 2</p> <p>Sets out the Responsibilities and Expectations of Taught Students in respect of attendance, engagement and registering attendance. It differentiates the requirements placed on Student Visa holding students, students on regulated taught programmes, students on Degree Apprenticeship programmes and what is expected of students on all other taught programmes. The terms must and expected are used to delineate between mandatory and non-mandatory requirements, whilst emphasising the benefits to students of the latter.</p> <p>Section 3</p> <p>Updates and restates the requirements for Taught Student Approval for Absence, as set out in the current policy.</p> <p>Section 4</p> <p>Updates and restates the requirements for Taught Student Attendance under Declared Exceptional Circumstances, as set out in the current policy.</p> <p>Section 5</p> <p>Sets out the approach to be taken to the Monitoring of Taught Student Attendance and Engagement, which focusing on the roles and responsibilities of Pastoral Mentors, including how they will use data-informed evidence of attendance and engagement to identify potential concerns in relation to a student’s ability to undertake/complete their studies and be successful on their programme.</p>
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	<p>Section 6 Sets out the Informal Action to support Taught Student Attendance and Engagement that may be taken by Pastoral Mentors and/or Senior Tutors should any concerns in respect of a taught student's attendance and/or engagement be identified. This section largely updates and restates the informal actions, as set out in the current policy. Any roles and responsibilities previously attributed to Academic Personal Tutors or other academic staff have now been removed.</p> <p>Section 7 Refers to Formal Action where Taught Student Attendance is Mandatory and links directly to the Unsatisfactory Student Progress, Engagement and Attendance Code of Practice.</p>
Chapter 30: Reading List Policy	Section 2 amended to account for the requirements of the Accessible Teaching and Learning Policy .
Post Graduate Research Handbook (PGR)	
Chapter 4 - Supervision of Postgraduate Research students	2.22. <i>(new section added)</i> Supervisors are responsible for informing their Department Director of PGR of any absences, whether planned or unplanned, to support arrangements for cover and student support during absence
Chapter 5 - Periods of registration and changes to registration status for Postgraduate Research students	<p>4.4. <i>(new section added)</i> For interruptions for reasons related to a disability that is formally disclosed to the University and where the student has an ILP for their current programme that supports absences, additional medical certification will not be required when applying for an interruption. Interruptions that are unrelated to a disclosed disability will require medical certification</p> <p>4.8. <i>(updated)</i> Confirmation of which University services are available to students whilst interrupted.</p> <p>4.20 <i>(new section added)</i> Links to other relevant chapters of the TQA which detail alternatives to interruption: Pregnancy & Family leave Policy and the PGR Absence Policy.</p>

Chapter 6 - PGR Student Voice Partnership: Code of Good Practice	<p>Full chapter review (was previously “PGR Liaison Forums”) The review formalises current practice and introduces 3 components of student voice activities which are run in conjunction with the Guild and Students’ Union: 1) a variety of student voice activity, 2) Student Voice Action Plan, 3) Student Voice Action Plan review meeting.</p> <p>All references to ‘PGRLFs’ replaced by ‘Student Voice Partnership’. Where ‘PGRLF’ was referred to as a feedback-reporting mechanism, this is now ‘student voice activity’, ‘Student Voice Action Plan’ or ‘review meeting’.</p> <p>References to rep elections and rep role titles (Subject Chair/Department Officer) changed to more generic language to future-proof the Code for further changes later after conclusion of the Students’ Guild’s Academic Representation Review.</p>
Chapter 8 - Unsatisfactory Student Progress, Engagement and Attendance: Code of Good Practice	<p>Annexes 1-7 removed & relocated to internal Doctoral College SharePoint sites</p> <p>Remaining annexes have been renamed (1 & 2)</p>
Chapter 9 - Upgrade from MPhil/MbyRes to Doctorate	<p>Section 3: (<i>updated</i>) Purpose & Assessment Criteria for Upgrade Section restructured for clarity</p> <p>Section 5: (<i>updated, live from 01 December 2025</i>) Submission Requirements 5.7. The use of Turnitin at Upgrade Introduces how students and upgrade committees should use Turnitin for the upgrade portfolio as part of their formative feedback. Links to further guidance in the DC Handbook are provided.</p> <p>Section 6: (<i>updated</i>) Generative AI Statement: updated to reflect the introduction of the Artificial Intelligence in Postgraduate Research Guidance</p> <p>Section 7: (<i>updated</i>) Department Upgrade Committees 7.2. Conflict of Interest – details of what may be considered a conflict of interest and what might not. Provides non-exhaustive lists of examples under each category and how to request an exception to the Dean of PGR.</p>

	<p>Section 8: (<i>new section added</i>) The Upgrade Viva, includes new sections:</p> <p>8.1. When is a viva required?</p> <p>8.2. Purpose of the upgrade viva</p> <p>8.3. Attendance at the upgrade viva</p> <p>8.4. Arrangements for the upgrade viva</p> <p>8.5. Language of the upgrade viva</p> <p>8.6. Upgrade viva agenda</p> <p>8.7. Upgrade viva deferrals (refers to Chapter 9, Annex 1: Deferrals to upgrade)</p> <p>The changes in Section 8 codify previously unwritten expectations around the upgrade viva and are based on practice for the final viva examination for PGR programmes. Further clarity is provided around arrangements for upgrade vivas when students have an ILP, clarification that vivas must not be recorded or transcribed by any attendees has been provided and confirmation provided about who may attend the viva with details about the circumstances for inviting additional people.</p> <p>Section 13: (<i>new section added</i>) Final Authority and Quality Check</p> <p>Guidance is provided for Faculty and Department DPGRs regarding the final authority prior to outcomes being confirmed to students. FDPGRs may delegate this authority to Department DPGRs, but where they have done so, they must complete annual quality checks to ensure consistency in decision making and to ensure good practice can be shared between departments. Quality check outcomes will be shared annually to the PGR Board.</p>
Chapter 9, Annex 1 - Deferrals to upgrade	<p><i>New sections added</i></p> <p>6.2. If serious and unexpected circumstances arise after the student has submitted the upgrade portfolio, but before their viva, they may request a deferral of the viva. If a deferral is granted, the student does not have the option to amend the submitted portfolio – the submitted version is the one that will be examined.</p> <p>7.3. Applications for deferral must not be made on the student’s behalf by the Faculty Upgrade Committee.</p>

<p>Chapter 11 - Presentation of theses/dissertations for Postgraduate Research degrees: statement of procedures</p>	<p><i>All changes live from 01 December 2025</i></p> <p>5.9. (updated) Generative AI Statement: updated to reflect the introduction of the Artificial Intelligence in Postgraduate Research Guidance</p> <p>Section 8: (new section added) Resubmitting your Thesis Amendments must be presented in the way requested by the Board of Examiners in their Examination report. Students are expected to provide sufficient detail to show clearly where and how all the points in the amendments list have been addressed.</p>
<p>Chapter 12 - Handbook for Examination of Postgraduate Research programmes</p>	<p>7.3. (updated) Attendance at the viva – attendance of additional people, even if included in an ILP, must have written permission from the Dean of PGR ahead of the viva and must not go ahead of this is not obtained. If an NEIC or examiner has been appointed but cannot attend, the viva must be postponed. Supervisor attendance is at the discretion of the student. Audio, audio-visual and transcript recordings are not permitted by any attendees.</p> <p>7.4. (updated) Arrangements for the viva – Any ILP adjustments must be considered ahead of time when the arrangements for the viva are being discussed. If a student or the Board of Examiners have any questions about the reasonable adjustments proposed, they must discuss with the PGR Administration Team before the viva takes place. Comfort breaks can be requested at any time during the viva, on top of the 15 min break after 2 hours which must be offered.</p> <p>7.7. (updated) Viva agenda – Confirmation that where there are ILP adjustments, the examiners and NEIC must discuss how they will be implemented ahead of the student entering the examination. Further confirmation that the viva should not be recorded by any attendees. At the end of the examination, all must confirm that any ILP adjustments have been satisfactorily met.</p> <p><i>Changes live from 01 December 2025</i></p> <p>8.5. (updated) Resubmission – greater clarity in the definition of resubmission and the guidance that should be given to students in the examiners’ report.</p> <p>8.14. (new section added) Examination of a resubmitted thesis</p>

	<p>When assessing a resubmitted thesis, examiners should pay attention to, a) whether the candidate has successfully revised the thesis according to the examiner's recommendations for improvement in the initial Examination Report,</p> <p>and, b) whether the standards of the award have been met.</p> <p>When completing the Examiners Report for the resubmitted thesis, examiners should be mindful that any further amendments required for award must be either related to improvements from the original Examiners Report that have not been satisfactorily completed, and/or should be related to errors introduced as a result of the amended work. Wholly new amendments for areas of improvement not identified in the original report cannot be requested.</p>
Chapter 15 - Student Pregnancy & Family Leave Policy	<p>Full chapter review – summarised below</p> <p>Policy renamed “Student Pregnancy and Family Leave Policy” to capture different kinds of leave associated with becoming new parents. (previously named “Student Pregnancy, Maternity, Paternity and Adoption Leave policy”)</p> <p>References to maternity leave updated to include maternity/new parent or adoption leave.</p> <p>Clarification of definitions, updates gendered language and uses language more accessible to international audiences.</p> <p>Introduction of neonatal care leave, which all student parents are eligible for while their children are in receipt of neonatal care leave in a hospital setting.</p> <p>Maternity leave can commence up to 11 weeks before the expected week of childbirth. Adoption leave can commence up to 11 weeks before the expected week of placement.</p> <p>The student partner is eligible for leave on the same basis as the birth parent or main adopter if the birth parent or main adopter dies during or shortly before the period of maternity/new parent or adoption leave.</p>

	<p>Processes for absence during pregnancy should follow standard absence procedures, and that sickness before birth may result in maternity leave starting early.</p> <p>Students may take a phased return to study following maternity leave, provided their programme supports this level of flexibility.</p> <p>Pregnancy and New Parent Support and Adjustments Plan has been updated.</p>
<p>Chapter 15 Annex C - Pregnancy & Family Leave Policy for Funded PGR Students</p> <p>Chapter 18 Annex B - Pregnancy & Family Leave Policy for Funded PGR Students</p> <p><i>Note that this is the same annex, linked to 2 chapters</i></p>	<p>Full annex review – summarised below</p> <p>Document renamed in response to the main chapter change to Student Pregnancy and Family Leave PGR Funding Policy.</p> <p>Reference to “ordinary” or “additional” maternity leave have been removed as they are not relevant for students – they relate to statutory pay which does not apply to PGR funding.</p> <p>The eligibility section has been re-ordered for easier reading.</p> <p>Neonatal care leave is available for all student parents whose child is in receipt of neonatal care leave in a hospital setting. This kind of leave capped at 12 weeks and will be determined by the length of time that the baby is receiving this care in hospital. It is not to be used for infants receiving paediatric care.</p> <p>Language regarding medical evidence has been made simpler for international audiences.</p> <p>The student partner is eligible for leave on the same basis as the birth parent or main adopter if the birth parent or main adopter dies during or shortly before the period of maternity/new parent or adoption leave. Funded students in this position must liaise with their PGR Manager in the first instance.</p> <p>Students may request a phased return to study following maternity/adoption leave, with funding coming from the maternity/adoption leave allowances.</p>

Chapter 16 - Visiting Postgraduate Research Students	Reference to fees has been taken out of the TQA and saved at Other fees Student Finance University of Exeter
Chapter 18 - Postgraduate Research Student Absence Policy	<p>Full chapter review – summarised below</p> <p>Some section restructuring and links to related policies where necessary throughout. Structural changes are for ease of reason and to break down large sections.</p> <p>Cumulative absence refers to different kinds of absence and not only medical, to align with UKRI changes and current practice.</p> <p>Students can request extensions based on cumulative absence each year and at the end of their period of study where the total absence is one month or more, to align with current practice.</p> <p>Phased return to study is no longer for only medical interruptions but can be for any interruption when requested by the student, and where they have supporting evidence (if available). Guidance for phased return will vary depending on whether it is for less or more than 4 weeks, and by absence type.</p> <p>Up to 4-week phased return for medical, maternity or adoption leave will continue as-is, where the phased return period will come out of the total medical leave allowance.</p> <p>Up to 4-week phased return for other kinds of leave will follow the cumulative absence processes.</p> <p>Phased returns of longer than 4 weeks will require a temporary change to FTE.</p> <p>Where provision is made by UKRI to support unfunded absences, for example, parental leave or unfunded shared/co-parental leave, it is proposed that the University of Exeter will offer this provision to all students, irrespective of funding status, on an unfunded basis. Usual stipulations for visas and external funders will still apply.</p>
Chapter 18 Annex A - PGR Absence Stipend Payments - Policy for Funded PGR Students	<p>Full annex review – summarised below</p> <p>Chapter has been renamed to “Postgraduate Research (PGR) Absence Stipend Payments Policy” to recognise that the policy is no longer specific to just sickness absence.</p>

	<p>Sections have been restructured for ease of navigation and understanding. Links to relevant policies and sources of support added where needed.</p> <p>Previous references to when parts of the policy come into effect have been removed. With TQA version control now and “update/review” dates added to each document, it is clear when they are applicable from.</p> <p>References to maternity and family leave direct to the LTS Handbook and maternity funding policy.</p> <p>Types of leave and the funding have been categorised and defined: examples of the circumstances under which this leave can be taken, limits on the amount of funding available, evidence that may be required according to the leave and circumstances to support the release of stipend.</p> <p>Types of leave defined are:</p> <ol style="list-style-type: none"> 1. Medical leave, including medical leave linked to disability. Max 28 weeks/year and capped at 52 weeks across a studentship. 2. Maternity and other family leave (referred to relevant policies) 3. Compassionate Leave. Max 5 days for bereavement or 10 days for close relative, parent, child. Per year/incident/studentship not yet known 4. Emergency Leave. Max 5 days. Per year/incident/studentship not yet known 5. Carer’s Leave. Max 5 days. Per year/incident/studentship not yet known 6. Leave relating to public duties. Leave linked to jury duty. The funding extension is not specified so will be considered on a case-by-case basis. Per year/incident/studentship not yet known 7. Other leave (delays in reasonable adjustments, health and safety or other leave not detailed in this policy). Other leave will be applied on a case-by-case basis and will require supporting evidence. <p>References parental leave to care for children – this is referenced in UKRI T&Cs document as unpaid (no studentship) but that the student may take one month per year of this leave with the studentship suspended. The same conditions apply for all funded PGRs.</p> <p>Clarity about how to apply for absences of different durations has been included.</p>
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	The section on phased return to study has been split between medical, maternity/adoption leave and non-medical phased returns, which will be processed differently due to how the funding can be paid.
Quality Review and Enhancement Framework (QREF)	
Chapter 2 – Annex 1-7	Removed and relocated on internal QREF SharePoint site.
Chapter 6 – Annex 104	Removed and relocated on internal QREF SharePoint site.
Special Provisions for Healthcare Programmes (SPHP)	
N/A	Amendment to 4.7.3 detailing the criteria for award of BMBS with Distinction to be based on the assessments that make up the Medical Licensing Assessment (MLA).
Special Provisions for Degree Apprenticeships (SPDA)	
N/A	<p>Inclusion of a new section, 3.2 addressing Integrated End Point Assessments (EPAs) to clarify the requirements relating to re-sits and re-takes (these are slightly different rules to the University's referral/deferral/retakes policy).</p> <p>NB: LTS Handbook, Chapter 11: Consequences of Failure also updated to refer to this.</p>
Special Provisions for Programmes with Accreditation Licenced by the Engineering Council (SPEC)	
No amendments	

Appendix 1

Proposed Adjustments and Adaptations to the Teaching Quality Assurance (TQA) Manual to provide Clarity on Adoption and Implementation by Validation Partners

Handbook/Framework or Special Provisions	Chapter/Section/Sub-section	Proposed Additional or Amended Wording
Academic Partnerships Handbook	Chapter 1, Section 1.4 Additional Information and Resources	<p>Add an additional section as follows:</p> <p><i>Education Policy Quality and Standards provides information, advice and guidance on the application of the University's Regulations and Ordinances, and the policies set out in the Teaching Quality Assurance (TQA) Manual, to Academic Partners and the educational provision delivered through such partnerships.</i></p>
	Chapter 2, Table of Different Types of Academic Partnerships	<p>Revise the entry for Validation as follows:</p> <p><i>Programmes are designed, delivered and assessed by the validation partner but approved and awarded by the University. Validation Partners are expected to adhere to the University's Regulations, Ordinances and Teaching Quality Assurance (TQA) Manual policies and procedures. Adjustments or adaptations to take account of a validation partner's contextual circumstances should be agreed by the relevant Partnership or Academic Board.</i></p> <p>For PGR: This is not usually a relevant partnership model.</p>
	Chapter 3, Section 3.1, New Programmes/modules	<p>Add an additional section as follows:</p>

Handbook/Framework or Special Provisions	Chapter/Section/Sub-section	Proposed Additional or Amended Wording
		<i>The Programme Design and Quality Enhancement team provides information, advice and guidance on the approval of new or amended programmes and/or modules to be delivered via Academic Partnerships, including Validation Partnerships.</i>
Approval and Revision of Taught Modules Handbook	N/A	To be reviewed during 2025/26 with any additions/adjustments for Academic Partners including Validation Partners to be incorporated. PDQE to continue to provide advice in the interim.
Assessment, Progression and Awarding Handbook Note: Other Chapters and sections of the Handbook are to be subject to review during 2025/26 at which point Validation Partner adaptations will be considered further as needed.	Chapter 1, Section 1.1.8 Application to Academic Partnerships	Already states that: <i>The regulations and guidance in this handbook also apply to programmes offered under Academic Partnerships. Any queries regarding application of this guidance in respect of partnership arrangements should be directed to Academic Partnerships</i> Move this earlier in Chapter 1 for clarity to form a new Section 1.1.3, that Academic Partnerships is replaced with <i>Education Policy, Quality and Standards (EPQS)</i> and add the following additional sentences: <i>Minor adjustments and adaptations to procedures may be made to take account of local institutional circumstances, such as assignment briefs, submission of assessments and examination arrangements. Responsibilities may also be discharged by Partner Institution staff in equivalent academic or professional roles to those at the University.</i>
	Chapter 6, Section 6.1.1, Timely Feedback	Revise second sentence as follows:

Handbook/Framework or Special Provisions	Chapter/Section/Sub-section	Proposed Additional or Amended Wording
	(Already incorporated during revision of the Chapter for separate Chairs' Action endorsement but included here for reference)	<i>It is essential that the University and its Academic Partners, particularly within Validation Partnerships, adopt assessment and feedback principles that are inclusive of all students irrespective of their backgrounds, experiences or study patterns and which are responsive to the diverse needs of the student population.</i>
	Chapter 6, Section 6.3.1, Timely Feedback (Already incorporated during revision of the Chapter for separate Chairs' Action endorsement but included here for reference)	Revised first sentences as follows: <i>The following deadlines should be applied for all assessments. Academic Partners, particularly those with Validation Partnerships, are expected to adopt these requirements, however, they may adapt them as needed to take account of differences in term times or other institutional arrangements.</i>
	Chapter 6, Section 6.10.1, Transcripts (Already incorporated during revision of the Chapter for separate Chairs' Action endorsement but	Revise second sentence as follows: <i>Transcripts will be issued by the University's Examinations Office including for students studying at Academic Partner Institutions where they have completed a qualification awarded by the University as part of a Validation Partnership.</i>

Handbook/Framework or Special Provisions	Chapter/Section/Sub-section	Proposed Additional or Amended Wording
	included here for reference)	
	Chapter 7. Section 7.2.2, P/D APACs	<p>Add an additional sentence to this section as follows:</p> <p><i>Where programmes are assessed and awarded as part of a Validation Partnership, APACs should be convened by the Partner Institution.</i></p>
	Chapter 7. Section 7.2.3, FAPACs	<p>Add an additional sentence to this section as follows:</p> <p><i>Where programmes are assessed and awarded as part of a Validation Partnership, Partner Institution APACs should report into the cognate Faculty APAC of the University. Where this is not possible due to differences in the academic year, the Partner Institution may convene its own Faculty or equivalent level APAC.</i></p>
	Chapter 7. Section 7.2.3, UAPAC	<p>Add and additional sentence to this section as follows:</p> <p><i>The UAPAC should also consider matters arising from the preceding P/DAPACs and FAPACs, including those convened by Partner Institutions.</i></p>
	Chapter 7, Section 7.4.1 Membership of the P/DAPAC	<p>Revise points a. and b. as follows:</p> <p>a. <i>The Chair must be the Head of Department/ Director of Education and Student Experience (DESE) or equivalent for the Medical School, Business School and Partner Institution where the programme is assessed and awarded as part of a Validation Partnership). With the Associate Pro Vice-Chancellor for Education's (APVCE) approval, the Chair may also be a nominated representative.</i></p>

Handbook/Framework or Special Provisions	Chapter/Section/Sub-section	Proposed Additional or Amended Wording
		<p>b. <i>At least one member of the academic staff of the University with responsibility for the oversight of assessment and examinations, or equivalent Partner Institution representative where the programme is assessed and awarded as part of a Validation Partnership. Where this member is also the DESE, an alternative academic should be present as agreed by the Chair. INTO/University of Exeter International Study Centre P/DAPACs must include a University of Exeter DESE or appropriate representative from the cognate Departments and other programmes is assessed and awarded as part of a Validation Partnership must include the Link Tutor from the cognate Department.</i></p>
	Chapter 7, Section 7.11.1 Membership of FAPACs	<p>Revise points a to d as follows:</p> <p>a. <i>The Chair should normally be the APVCE or their nominee. Normally the Chair should not have attended the previous P/DAPAC meetings. Where a FAPAC is being held at a Partner Institution and is considering programmes assessed and awarded under a Validation Partnership, an equivalent senior representative from that institution may chair the meeting.</i></p> <p>b. <i>Each P/DAPAC must be represented at the FAPAC by at least one academic representative (normally the P/DAPAC Chair, DESE or Assessment Lead). The representative must have attended the meeting they are the representative of.</i></p> <p>c. <i>An Education Support Manager, or equivalent, member to act as secretary.</i></p> <p>d. <i>Faculty Senior Education Partner, or nominee, or cognate Department Link Tutor(s) for a Partnership Institution</i></p>
Credit and Qualifications Framework	Chapter 1, Section 1, Introduction	<p>Revise first sentence to as follows:</p> <p><i>The University of Exeter Credit and Qualifications Framework is a University policy that provides a structure for all modules and programmes leading to taught awards and Professional Doctorates of the University of Exeter, including those delivered through</i></p>

Handbook/Framework or Special Provisions	Chapter/Section/Sub-section	Proposed Additional or Amended Wording
		<i>Validation Partnership sand other academic partnerships where University of Exeter credit is awarded.</i>
Exceptional Circumstances Handbook	N/A	This was addressed during the review and revision of the Exceptional Circumstances Handbook and the proposed amendments and additions were approved by the Education and PGR Boards and will be incorporated into the 2025/26 version of the TQA Manual.
External Examining Handbook	N/A	To be reviewed during 2025/26 with any additions/adjustments for Academic Partners including Validation Partners to be incorporated. EPQS to continue to provide guidance in the interim.
Learning and Teaching Support Handbook	N/A	Not yet reviewed for Validation Partner adaptations as primarily guidance and codes of practice and Validation Partners will also have their own institutional arrangements and approaches to supporting teaching and learning. Adaptations for Validation Partners will, however, be considered as and when Chapters and Sections are reviewed. For example, the Unsatisfactory Student Progress, Engagement and Attendance Policy is due for review in 2025/26.
Postgraduate Research Handbook	N/A	There are currently no Postgraduate Research programmes, including Professional Doctorates programmes, delivered through validation partnerships.
Quality Review and Enhancement Framework	Chapter 1, Section 1.1, Introduction	Revise the first sentence as follows: <i>The Quality Review and Enhancement Framework (QREF) provides a structure of review and development meetings that assure the Education Board and the Postgraduate Research Board of the quality and standards of teaching and learning at the University of Exeter and at Partner institutions where qualifications awarded by the University are delivered through a Validation Partnerships.</i>

Handbook/Framework or Special Provisions	Chapter/Section/Sub-section	Proposed Additional or Amended Wording
	Chapter 2, Section 2.3, Department TEAP	<p>Add the following additional text:</p> <p><i>For programmes delivered and assessed through Validation Partnerships and awarded by the University:</i></p> <ul style="list-style-type: none"> • <i>A Partner Institution-level TEAP should be completed by a senior representative of the institution.</i> • <i>The TEAP should encompass all programme delivered by the Partner Institution ,under the terms of the Validation Partnership.</i> • <i>The Partnership Institution should use the TEAP to evidence how it is aligning itself with the University's priorities for taught programmes as well as communicating planned local, institutional level developments and actions to enhance the quality of the student experience.</i> <p>Clarifications have also added to the TEAP template to assist in its use by Validation Partners.</p>
	Chapter 2, Section 2.4, Review of Departments by Faculties	<p>Add the following additional text:</p> <p><i>For Institutional-level TEAPs developed by Validation Partners, this scrutiny will take place during Partnership Board meetings or equivalent.</i></p>
	Chapter 2, Section 2.5, TEMs	<p>Add the following additional text:</p> <p><i>TEM meetings will also take place with Validation Partner Institutions.</i></p>
	Chapter 2, Section 2.5.1 Membership	<p>Add the following additional text:</p> <p><i>Equivalent representatives from Validation Partner Institutions.</i></p>

Handbook/Framework or Special Provisions	Chapter/Section/Sub-section	Proposed Additional or Amended Wording
	Chapter 2, Section 2.5.3, Output	<p>Add the following additional text:</p> <p><i>For Institutional-level TEAPs developed by Validation Partners, this review will take place during Partnership Board meetings or equivalent.</i></p>
	Chapter 2, Section 2.6, Annual Review by the University	<p>Add the following additional text:</p> <p><i>Lessons learned from programmes delivered and assessed through Validation Partnerships and awarded by the University, will also be shared to encourage good practice within and between such partnerships.</i></p>
	Chapter 6, Section 6.6 Exceptions [to FPEP]	<p>Add the following additional text:</p> <p><i>Where a Validation Partnership encompasses programmes that are linked to several cognate Departments/Faculties, FPEP may be initiated by the Director of Teaching Excellence and Student Experience and coordinated by Education Policy, Quality and Standards..</i></p>
Special Provisions for Degree Apprenticeships	N/A	Although there is one Degree Apprenticeship delivered through a Validation partnership this is being taught out. The Centre for Degree Partnerships is proposing to review these Special Provisions during 2025/26 and it is, therefore, recommended that this include the potential for future Validated Provision.
Special Provisions for Healthcare Programmes	N/A	There is currently no healthcare programmes delivered through Validation Partnership, however, this should be reviewed if the position changes.
Special Provisions for Online Programmes	N/A	There are currently no online programmes delivered through Validation, however, this should be reviewed if the position changes.

Handbook/Framework or Special Provisions	Chapter/Section/Sub-section	Proposed Additional or Amended Wording
Special Provisions for Programmes with Accreditation Licenced by the Engineering Council	Chapter 1, Section 1.1, Engineering Council Regulations	<p>Add an additional sentence to this section as follows:</p> <p><i>This includes some programmes delivered via Validation Partnerships, which are also required to adhere to the requirements set out in these Special Provisions.</i></p>
Student Cases Handbook	Landing page	<p>This Handbook provides signposting and links to policies and procedures governing different types of academic and non-academic student cases only.</p> <p>Add additional sentences to the introductory (unnumbered) paragraph as follows:</p> <p><i>Students and staff associated with programmes delivered and assessed through Validation Partnerships should also follow the policies and procedures outlined below where relevant. Adaptations to roles and responsibilities will be made, where needed, to ensure consistency and objectivity. For example, formal academic appeals should be submitted to, and addressed by, the Academic Partner, however, should matters progress to the appeal review stage, this will be overseen by the University. When needed Academic Partners should seek advice and guidance from the University's Student Cases Team</i></p>

