

Taught Programmes Faculty Board Outcomes Summary 2020/21

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This document is designed to act as a summary of amendments to Procedures and Regulations which have been implemented following the meetings of the Taught Programmes Faculty Board during 2020/21. Reading the information in this document should not be taken as substitute for having read the minutes and papers.

To access the papers referenced below, please go to the Agenda and Papers:

[07 October 2020 – agenda part 1 papers](#)

[07 October 2020 – agenda part 2 papers](#)

[03 February 2021 – agenda part 1 papers](#)

[03 February 2021 – agenda part 2 papers](#)

[09 June 2021 – agenda part 1 papers](#)

[09 June 2021 – agenda part 2 papers](#)

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Academic Personal Tutoring

03 February 2021

The Academic Personal Tutoring: code of good practice has been updated. The key points include changes to current policy which states that students are required to attend five meetings with their Academic Personal Tutor (APT) per year; there is now a shift to utilising group tutorials as the default arrangement for tutoring sessions which will create more opportunities for students to meet each other and allow APTs to streamline the number of required meetings. There is also an established APT Hub which includes a collection of Microsoft tools to facilitate online meetings and collaborative tutorial activity. The key element is to make tutorials more attractive and of value to the students. It was highlighted that use of group tutorials wouldn't preclude individual private meetings or conversations.

Paper: FTP/21/03

Alternative Assessments

09 June 2021

Students who experience barriers to learning are legally entitled to alternative provision in order to remove those barriers, even if this means advantaging them over others; this is our legal obligation. However, alternative assessment provision is not just a legal issue, it is integral to our 'success for all' agenda and intention to continuously deliver more inclusive student experiences.

Revisions to the Inclusive Practice within Teaching and Learning Policy and additional guidance and information to staff and students on the provision of alternative assessments will help guide staff when considering applications for alternative assessments, as well as streamlining the application process itself and delivering more consistent and appropriate outcomes for students.

Paper: FTP/21/23

APL

03 February 2021

The approval process for Accredited Prior Learning (APL) applications is delegated to College level by the ADE or DoE for UG/PGT programmes, and for Professional Doctorates to the Associate Dean of Research (ADR), or College Director of PGR (DPGR), or Discipline Director of PGR (DDPGR) (or equivalent role). The ADE or DoE, and ADR or, DPGR, or DDPGR, have closer involvement with relevant programmes and it makes sense for them to take responsibility for the decision-making and approval of applications. Where there are exceptional circumstances, for example an application where more than five years have elapsed since the prior learning, or an application for APL in excess of the maximum permitted credits for the degree programme, then approval must be sought from the relevant Faculty Dean.

Paper: FTP/21/13D

BSc (Hons)

09 June 2021

Updated to include in the Credit and Qualifications Framework the addition of a new 240-credit, 2-stage BSc award and exit awards in UEBS.

Paper: FTP/21/31G

Changes to Existing Policies in Exceptional Years: mitigation

07 October 2020

To ensure that the process of mitigation remains appropriate for the current academic year, changes to the mitigation section of the Changes to Existing Policies in Exceptional Years policy in order to clarify that deferrals stemming from Covid-19-related mitigation applications will not be permitted beyond 2020/21 academic year

No Paper: Chair's Action post October Faculty Board

Conditional Registration– changes to appeals information

09 June 2021

Since September 2016, withdrawn students awaiting the outcome of an academic appeal (where repeat study or progression have been requested) have been offered conditional registration. It has been agreed that students should not be offered conditional registration. The decision of the APAC will stand until and unless their appeal is upheld.

Paper: FTP/21/31E

Credit and Qualifications Framework

09 June 2021

Changes to the layout and content of Chapter 9 of the CQF have not worked well with difficulties in making changes to the tables and table numbers. This has been particularly difficult in T4, the Content Management System, which generates the web version of the CQF. CQF reverted to a short explanatory outline of the content of Chapter 9 and the awards data moved into an Annex; with links in Chapter 9 to the Annex. The Annex will sit as a stand-alone document in PDF format. The awards data document can then be revised more easily, without Faculty Boards approval being required, and the revised Annex uploaded to the media library in T4 when updates are carried out.

Paper: FTP/21/31F

Credit and Qualifications Framework – Professional Doctorates

09 June 2021

CQF updated to align with the framework from the UK Quality Assurance Agency (QAA) for the new Doctor of Psychodynamic/Psychoanalytic Psychotherapy Clinical Practice (DPPClinPrac) and to facilitate the APL of students onto this new Doctorate Programme, encouraging flexibility in the interest of the student.

Paper: FTP/21/31M

Exams Submission Dates - Reversal

07 October 2020

Chapter 2, Setting and Submission of Assessments, of the Assessment, Progression and Awarding: Taught Programmes Handbook has been updated to revert back to the original submission dates with no change to bring these forward by two weeks.

Paper: FTP/20/38I

Examinations and Assessment during Period of Interruption

07 October 2020

The Procedures for the Interruption and Voluntary Withdrawal of Students has been updated to provide clarity that the university will not be expecting students to undertake examinations or other assessments during a period of interruption. This is also reflected in Chapter 11 Consequences of Failure in an Assessment of the Assessment, Progression and Awarding: Taught Programmes Handbook.

Paper: FTP/20/39A

External Examining Processes

03 February 2021

Chapter 4, External Examining, of the Quality Review Framework handbook has been reviewed and restructured to flow in a more consistent manner and to provide clarity regarding roles and responsibilities. Chapter 2.7, role of external examiners, of the Assessment, Progression and Awarding: Taught Programmes Handbook has been updated to ensure consistency with the changes to the Quality Review Framework.

Paper: FTP/21/04A

09 June 2021

A revision to the Quality Review Framework to Chapter 4, paragraph 4.4.3 vii) to provide further clarity around the requirements of the sample for External Examiner moderation. In addition, a revision to

paragraph 7.7.1 of the Assessment, Progression and Awarding: Taught Programmes Handbook to ensure that the Programme APAC agenda has a standing item where a PSRB is involved.

Paper: FTP/21/24

Flexible Combined Honours (FCH) – Consequences of Failure

07 October 2020

Chapter 11 of the Assessment, Progression and Awarding: Taught Programmes Handbook has been updated to provide appropriate guidance for students on FCH programmes to make clear that, in those circumstances where condonement of core subject modules may limit future module choices for FCH students, referral or deferral may be offered.

No Paper: Chair's Action post October Faculty Board

General Regulations for Students

09 June 2021

The General Regulations have been reviewed and updated in line with revisions to the Student Disciplinary Procedures, Residency Regulations, and Chapter 13 of the Learning and Teaching Support Handbook, as well as to assure ourselves that the University is compliant with the requirements of the CMA.

Paper: FTP/21/31A

LLB in Engineering and Law

03 February 2021

The Credit and Qualifications Framework has been updated to add a new LLB programme that will be 320 credits taught over two years, covering all the necessary subjects for a qualifying Law Degree, the LLB but also to cover key engineering skills that will contribute to an engineering degree from the Hong Kong University of Science and Technology (HKUST). 240-credit, 2-stage MRes award in CLES.

Paper: FTP/21/13H

Managing Academic Conduct and Practice

09 June 2021

Chapter 12 of the Assessment, Progression and Awarding: Taught Programmes Handbook has been reviewed and a number of structural changes made to the chapter, primarily to make it more accessible to students and staff, to give emphasis to the supportive nature of the intervention offered through the process and to consolidate the variety of information on good academic practice to be made available on a separate website. The principles of Chapter 12 remain unchanged.

Paper: FTP/21/31K

MRes Award

07 October 2020

The Credit and Qualifications Framework (CQF) and Regulations have been updated to include the award of a new 240-credit, 2-stage MRes award. The new award is required because the 60-credit Stage 1 will be taught entirely off-campus, with a progression requirement of 65% to progress to the on-campus, 180-credit Stage 2. Students who do not meet the progression requirement will exit with a PGCert.

No Paper: Chair's Action post October Faculty Board

MRes (Advanced Biological Sciences)

03 February 2021

The University Regulations and the Credit and Qualifications Framework have been updated to add a new 240-credit, 2-stage MRes award in CLES.

Paper: FTP/21/13G

Mitigation Deadline Extensions and Deferrals

07 October 2020

Chapter 10 of the Assessment, Progression and Awarding: Taught Programmes Handbook has been amended to refer to 'assessment' deferral, rather than stating both examinations and assignments, in order to cover all modes of assessment, including examinations, presentations, coursework, fieldwork etc.

No Paper: Chair's Action post October Faculty Board

No Disadvantage Guarantee Policy

09 June 2021

The University has put into place additional measures to protect academic outcomes in the 2020/21 academic year, known as the No-Disadvantage Guarantee policy. This policy was intended for immediate implementation in the June APAC period. The Exceptional Years Policies and Guidance handbook has been updated to add a new chapter, Chapter 6 No Disadvantage Guarantee Policy with details of the additional measures for student and staff information. Relevant sections of substantive policy will be updated to include the standard caveat to highlight that temporary revisions exist for this year.

Paper: FTP/21/23H

Peer and Self-Assessment

03 February 2021

The Peer and self-assessment handbook has been updated to remove reference and a link to information relating to the peer assessment platform WebPA that is no longer up to date and further that the platform is no longer supported by Exeter.

Paper: FTP/21/13B

Professional Doctorate Programmes

03 February 2021

The University Regulations, Credit and Qualifications Framework and the Assessment, Progression and Awarding: Taught Programmes Handbook have been updated to include reference to new Professional Doctorate Programmes and exit awards.

No Paper: Chair's Action post February Faculty Board

09 June 2021

Credit and Qualifications Framework – Professional Doctorates

CQF updated to include new Professional Doctorate programmes already approved under Chair's Action following October Taught Faculty Board.

FTP/21/28A-D

Programme Approval – Programme Variants

03 February 2021

The Approval and Revision of Taught Modules and Programmes Handbook has been updated to provide clarity on what a variant is and to create two categories of variant. One which involves the academic content remaining largely the same (such as part time or study/work abroad), and the other allowing for a parent/child programme relationship where the academic content varies to a prescribed degree.

Paper: FTP/21/07H

Quality Review Framework

09 June 2021

Chapters 1 and 3 of the QRF updated with amendments to remove and update out of date terminology, eg. ASER (relating to a time when Quality Review used to be referred to as Annual Student Experience Reviews), Education Action Plan, and Subject-level TEF. It also ensures that the policy reflects current practice more closely, and aligns with what is detailed in Annex A of the QRF

Policy regarding Teaching Excellence Action Plans (TEAPs), and Teaching Excellence Monitoring Meetings (TEMs).

Paper: FTP/21/31I

Referencing – Changes to Central Guidance

09 June 2021

The university has replaced the existing in-house guidance, which is currently maintained jointly by the Library and Study Zone teams, with the guidance and referencing styles provided in Cite them Right online as far as is reasonable and practical. This subscription resource would be paid for and maintained by the Library and put in place for the 2021/22 academic year. The underlying principle of this proposal will not lead to significant changes to current practice; students and staff will continue to access referencing guidance from the existing university referencing webpage, however, the source of the specific style guidance for most disciplines will change to that which is provided within Cite them right online.

Paper: FTP/21/31H

Resit Without Attendance in relation to Exceptional Years

09 June 2021

Sections of the TQA Manual are updated to reflect additional support provided to Resit Without Attendance (RWA) students who are resitting during, or as a result of, an Exceptional Year.

Paper: FTP/21/31J

Student Attendance, Engagement and Absence

07 October 2020

Changes to the way in which teaching and learning is to be delivered in the 2020/21 academic year, as a result of the Covid-19 pandemic, has necessitated a review of the way in which the University regulates and manages student attendance, engagement and absence. This review has resulted in revisions to the relevant regulations and policies.

Paper: FTP/20/39C

Student Attendance, Engagement and Absence and Unsatisfactory Student Progress and Engagement

03 February 2021

With the introduction of the new Student Route to replace Tier 4, UKVI have updated their guidance on attendance and engagement monitoring. As a result the University has a new 'Engagement Monitoring for Tier 4 & Student Visa Holders. As a consequence, this has necessitated changes to the

Student Attendance, Engagement and Absence and Student Unsatisfactory Progress and Engagement procedures in the TQA Manual.

The Student Attendance, Engagement and Absence handbook will now be updated to ensure that the terminology used in the policy is correct and links to the new guidance are included.

The Unsatisfactory Student Progress and Engagement handbook has been reviewed where there were references to monitoring of visa holders within the code. In addition, the handbook has been reviewed and updated more generally including the expiry period of warnings and who may issue the final warning.

Paper: FTP/21/13E

Student-Staff Liaison Committees (SSLCs) – Themes Discussed

07 October 2020

The list of themes to be discussed by SSLCs during the year has been updated to explicitly ask course representatives to consider equality, diversity and inclusivity related issues in preparation for SSLCs.

Paper: FTP/20/39B

Student Academic Appeals

09 June 2021

The Procedures Relating to Student Academic Appeals have been reviewed to consider its alignment with the QAA Quality Code (Complaints and Appeals) and the OIA's Good Practice Framework.

Paper: FTP/21/31C

Student Complaints Procedure

09 June 2021

The Student Complaints Procedure has been reviewed to consider its alignment with the QAA Quality Code (Complaints and Appeals) and the OIA's Good Practice Framework.

Paper: FTP/21/31D

Student Contract

09 June 2021

The Student Contract has been reviewed review to ensure that the information remains current, and in line with the University overarching Legal duty to ensure it has a clear contract with Students.

Paper: FTP/21/31L

Student Disciplinary Procedure – Non Academic Misconduct

09 June 2021

The Disciplinary Procedure – Non Academic Misconduct has been reviewed to consider its alignment with the QAA Quality Code and the OIA's Good Practice Frameworks.

Paper: FTP/21/31B

Study Abroad – Minimum Duration on Placement

09 June 2021

The introduction of a minimum one-term requirement for students to be awarded 'With Study Abroad' or equivalent, for use in exceptional circumstances such as the Covid pandemic or when there are serious individual mitigating issues.

Paper: FTP/21/29