**Welcome to the July EduExe newsletter!**

The EduExe newsletter is an initiative for all colleagues involved in education, focusing on news, updates and all things educator development and enhancement. This monthly newsletter will include relevant articles and resources according to the time of the academic year, updates on strategic projects, reminders of key deadlines (i.e. for module amendments) and much more!

[If you experience any accessibility issues with this email, you can download a word version o](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-r/)[n the Educator Development website](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-y/)

This issue we have updates, articles and resources on:

* We want your feedback!
* Teaching Quality Assurance Manual Migration Project - June to September 2024
* New Programme Approvals and Closure – PGT 2025/26
* New ELE2 template
* Universal Design for Learning workshop and resources
* Universal Design for Learning conference
* New open access publication from University of Exeter staff
* Reaccreditation success for EduExe Framework
* THE Campus call for contributions
* On EduExe socials this month
* Summer challenge - celebrating our successes

**We want your feedback!**

This is the last edition of the EduExe Newsletter for the 2023/2024 academic year, and we want to hear from you! What did you like? What was missing? What could we do better? Please let us know what's working, and how we can make the EduExe newsletter even better in 2024/2025!

[**Give us your feedback!**](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-j/)

**Teaching Quality Assurance Manual Migration Project - June to September 2024**

Colleagues involved in teaching, learning and assessment are advised that the format and method of presenting the Teaching Quality Assurance (TQA) Manual on the University’s website will be changing over the summer. There will not be any changes to the content, other than those already submitted for approval by the Education Board and DVC (Education and Student Experience). The new version of the TQA Manual is scheduled to be accessible to colleagues by 1 September. Any links to the TQA Manual from other web pages and documents will then need to be updated, although a redirection will be in place. The TQA Manual will ‘go live’ from the start of the 2024/25 undergraduate academic year.

Academic and Professional Services colleagues may be aware that work is ongoing to migrate the University’s web content from Version 7 of Terminal Four (T4), the University’s web content management system, to the upgraded Version 8. The Weekly Bulletin has provided information on this and T4 users, i.e., those with access to, or who manage, web content, within your Departments and Divisions are also being kept informed of developments.

The TQA Manual, in its current form, is fully embedded in T4 Version 7, including archived versions from previous academic years. It is not possible to recreate the complex navigation and section numbering of the TQA in Version 8 and, therefore, the TQA Manual cannot be automatically migrated.

As of 1 August, the TQA Manual, in its current form, will become unsupported and no longer editable, however, it will still be accessible for reference through the Referral/Deferral and Academic Appeals periods. After this it will be archived as a record of the policies and processes applicable during the 2023/24 academic year. It will subsequently be replaced by the 2024/25 version in a revised format.

Education Policy, Quality and Standards (EPQS) has been working closely with the University’s Digital Team to review the options for reformatting and migrating the TQA Manual. It has been decided to retain a similar web-based framework but with the policies and procedures reproduced as accessible PDF documents held in the T4 Media Library and linked to the main framework, rather than held within it.

From July onwards, EPQS will be overseeing the manual downloading, reformatting, secure storage and uploading to the Media Library of the entire TQA Manual. This is a significant task which must be undertaken carefully and with due attention to detail so that all policies and procedures are accurately captured and reproduced. The team will not be undertaking any additional education policy work during this period.

Any questions or queries about the TQA Manual Migration Project should be addressed to [Catherine Taylor](mailto:c.l.taylor@exeter.ac.uk), Head of Education Policy, Quality and Standards.

**New Programme Approvals and Closure – PGT 2025/26**

A reminder to ensure all new programmes and any programme closures/interruptions are quality reviewed and processed by PDQE as soon as possible. This will ensure an accurate portfolio of programmes is made available to potential students ahead of the recruitment cycle starting (September) for PGT 2025/26 programmes.

**New PGT programmes (and significantly amended programmes)** for 2025/26 should have been submitted to PDQE with full Business Approval documentation by the 15th June 2024 to enable sufficient time to process and prepare marketing campaigns for the start of the recruitment cycle.

* Detail on the Business Approval process is set out in the [TQA Manual](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-t/).
* Please notify a [Programme Designer](mailto:programmedevelopmentteam@exeter.ac.uk) as soon as possible if you are planning to develop a new PGT programme for 2025/26 that they haven’t already been made aware of.

**Programme closures and interruptions** should ideally be submitted by the 15th June 2024 to enable full processing and removal from webpages ahead of the start of the recruitment cycle.

* The process for closing/interrupting a programme is set out in the [TQA Manual](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-i/) (5.8.5).
* Please notify your quality enhancement faculty team as soon as possible if you haven’t already made them aware of plans to close or interrupt an existing PGT programme.
  + [HLS-Quality@exeter.ac.uk](mailto:HLS-Quality@exeter.ac.uk)
  + [ESE-Quality@exeter.ac.uk](mailto:ESE-Quality@exeter.ac.uk)
  + [HASS-Quality@exeter.ac.uk](mailto:HASS-Quality@exeter.ac.uk)

Programme and Module Amendments for 2024/25

* A reminder that all programme and module amendments for 2024/25 should have been submitted and processed to PDQE. If any further urgent amendments are required, please notify your quality enhancement faculty team as soon as possible to establish the impact and ability to process the late amendment.

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New ELE2 Template

Chloe Roberton and Kate Tyler from the Learning Design team, with invaluable support and input from many other teams within the University, have designed an ELE2 Template.

The ELE2 Template is designed to provide a framework on which academics can create their module content that is accessible and inclusive to all students and teaching staff with [Universal Design for Learning (UDL) principles](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-d/) at the core of the project. The importance of this has been previously highlighted by Professor Layal Hakim and Ellie Sokhn in the Supporting Checklist Case Study in the April 2024 issue of [EduExe newsletter](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-h/).

The ELE2 template structure and key features aim to improve accessibility and inclusivity for teaching colleagues. Providing a course structure containing prompts and guidance aligning with UDL principles, allows for ease of use, guidance, and support for staff. All students can benefit from the consistency, predictability, and inclusivity that the template provides. It ensures information is easily found, reducing cognitive load and frustration, as well as being accessible and effective to all students, including those with diverse needs and learning preferences.

The ELE2 template project is in support of the University of Exeter’s continuing goals to transform degree offerings as part of Curriculum for Change, Strategy 2030 and the inclusive education strand of the Transformative Education framework, by supporting teaching colleagues to unhide the curriculum. This project is vital to further improve accessibility and inclusivity for students highlighted in the Disabled Students UK’s Access Insights Report 2023, to view the report visit [Access Insights 2023](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-k/).

If you would like to view the template within ELE2, it can be accessed in two different formats [Grid](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-u/) and [Topic](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-o/). For further information about the template please look at [Pedagogy of the Module Page Template](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-b/) within the Rollover Wizard Guidance.

To find out more about the template please contact the Learning Design Team [learningdesign@exeter.ac.uk](mailto:learningdesign@exeter.ac.uk)

[**Access UDL resources on the Success for All Toolkit**](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-n/)

**Universal Design for Learning Conference**

**Universal Design for Learning: Supporting Inclusive Learning and Teaching for All  -**Thursday 12th September 2024, 9-5pm, XFI Streatham Campus

This is a one-day hybrid staff development conference aimed to support educators from universities in the South-West to improve their understanding of inclusive education and Universal Design for Learning (UDL). Keynote speakers include Professor Nicola Martin (Professor of Social Justice and Inclusive Education LSBU) and Dr Heather Sears (RSVP Researcher Development Lead and Head of Researcher Capability and Development at Coventry University). There will also be presentations and workshops led by the GW4 institutions, as well as a poster display on projects following the themes of the conference (call for poster abstracts via [this form](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-p/)).

Please visit [our website](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-q/) for more information and to sign up!

**External Examiners: Completing the 2023/24 Academic Year and Preparing for 2024/25**

External Examiners (EEs) play an essential role in demonstrating that our assessment and awarding processes and academic standards adhere to sector and regulatory standards, which in turn provides assurance of the credibility of our awards.

Support for the processing of EE nominations, appointments, generation of annual reports and the payment of the annual EE fee is transitioning from the Programme Design and Quality Enhancement (PDQE) to Education Policy, Quality and Standards within Learning Experiences and Innovation (LXI).

Ahead of the 2024/25 academic year, we wanted to take the opportunity to remind all Programme Directors and Programme Teams to ensure that:

1. **They are familiar with their current EEs’ year of appointment and term of office, normally four academic years;**
2. **They have engaged with the process of nominating and appointing a replacement for 2024/25 if one or more of their EEs reached the end of their term of office in 2023/24; and**
3. **They have responded appropriately to any EE annual reports for 2023/24, including any recommended actions to be addressed in 2024/25.**

Further information about the roles and responsibilities of External Examiners, the criteria for their appointment  and the academic standards assurance processes they undertake can be found in our [External Examining Handbook](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-a/) within the Teaching Quality Assurance Manual.

We are aware of the challenges that can be faced by colleagues and our External Examiners when using the TQAE Connect system for External Examining. While we wait for an upgraded or replacement system, we will continue to do our best to help with queries in a timely manner.

Any requests for assistance with TQAE Connect, or any other queries regarding criteria for EE appointment, EE nominations, and EE reporting should be sent to [qualityandstandards@exeter.ac.uk](mailto:qualityandstandards@exeter.ac.uk).  Thank you.

**New open access publication from University of Exeter staff**

It was fantastic to see 'Creative Ruptions for Emergent Futures', edited by our very own Kerry Chappell, Heather Wren and Chris Turner published  this month! You can read all about how how creative ruptions – disturbances or commotions - can lead to the emergence of ethical, care-ful educational futures in the open access copy of the book!

[**Read Creative Ruptions for Emergent Educational Futures**](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-f/)

**Reaccreditation success for EduExe Framework**

We recently learned that we have been reaccredited by AdvanceHE, and will be officially relaunching the ASPIRE Framework as the EduExe Framework, and moving to PSF 2023, from September 2024!

To prepare colleagues for the relaunch and the move to PSF 2023, we have created a SharePoint site outlining the move to PSF 2023, key changes and when you can start applying under the new framework. For the ASPIRE Professional Recognition Pathway, we will be moving to fixed submission points throughout the year, the first of which will be in November 2024.

[**Find out more about PSF 2023**](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-z/)

**THE Campus call for contributions**

Through our partnership with [THE Campus](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-v/), we receive regular calls for content, as well as a rolling call for contributions on THE Campus key topics. The current calls for content are on:

**Serving the Covid generation** Practical advice from and for HE professionals on:

* Innovative and sustainable ideas to move blended learning forward
* Supporting Gen Z students with mental health issues such as anxiety
* Techniques to build students’ social skills
* Teaching skills for the IRL classroom
* Tips for encouraging in-person attendance
* Teaching handwriting to undergraduates
* Meeting students where they are on concerns such as climate change
* Making up for Covid learning loss
* Engaging the TikTok generation
* Designing authentic assessment
* Assessing the AI literacy of “digital natives”

**Deadline for content: Monday, 15 July**

**Getting back to the basics of pedagogical theory**Practical advice from and for HE professionals on teaching or using:

* higher-order thinking
* metacognition
* Bloom’s taxonomy
* retrieval practice
* Maslov’s hierarchy
* zone of proximal development
* reflective practice
* scaffolding
* AI-aware pedagogies
* active learning
* student-centred learning

**Deadline for content: Monday, 29 July**

**How to factor family into higher education** Practical advice from and for HE professionals on:

* Building a sense of belonging for students who are parents
* Building a parent-friendly campus
* How can staff be included in efforts to support parents on campus?
* Advice for support around the cost of living and accommodation
* Community outreach to show parents they can access HE
* How family intersects with other aspects of academic life
* Educating personal tutors about challenges and barriers student parents face
* Managing maternity/paternity leave in academia
* How to better balance parenting with an academic career
* Primary carers share their insight on how they approach work and family

**Deadline for content: Monday, 12 August**

If you are interested in contributing to THE Campus, please contact eduexe@exeter.ac.uk with your pitch and download the [Campus editorial guidelines](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-e/).

[**Send your pitch to the EduExe team!**](mailto:eduexe@exeter.ac.uk)

**On EduExe socials this month**

EduExe continues to grow our social media presence, sharing updates, best practice and discussing current issues in Higher Education. **If you are interested in contributing a case study of your practice to the EduExe blog, please contact us on eduexe@exeter.ac.uk!**

Don't forget you can [follow us on LinkedIn](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-s/) for updates!

[**Read the EduExe blog**](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-g/)

**Summer challenge - celebrating our successes**

Instead of a puzzle this month, we wanted to create a space for colleagues to celebrate their education successes in the 2023/2024 academic year. So our 'challenge' for the summer is to ask you to add to a Padlet anything you want to celebrate - achieving fellowship, trialing a new assessment, teaching a new module...whatever you have done this academic year!

[**Add your successes for 23/24 to our Padlet!**](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-w/)

**Interested in contributing to the newsletter?**

We will have rolling deadlines for submissions each month, so please get in touch with [eduexe@exeter.ac.uk](mailto:eduexe@exeter.ac.uk) if you would like to contribute!

**We want your feedback!**

The EduExe newsletter is a new initiative, and we would love to hear from you if you have any feedback! You can share it with us [anonymously on our feedback form](https://eduexe.createsend1.com/t/r-i-tdjljkjt-l-yd/) or by email to [eduexe@exeter.ac.uk](mailto:eduexe@exeter.ac.uk).

**Follow us on social media or visit our website to find out more about educator development and enhancement at Exeter!**