



# Developing year-round delivery

**Information for departments planning courses or modules with delivery dates outside standard University terms**

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# Developing year-round delivery

## Introduction

This guidance document is for departments who are considering creating courses with term or module dates that fall outside 'standard' University of Essex term dates. It includes two checklists: one with details of teams that should be consulted for advice and guidance before submitting a request for approval, and one checklist of key information that the department will need to provide.

## What is 'year-round delivery'?

Like most UK Higher Education Institutions, the University of Essex has a 'standard' academic year which runs from autumn to summer, with [term dates approved by Senate](#).

Most provision fits these dates. However, there are some courses where this isn't appropriate or possible, or where it isn't the best option. This might be due to market demand (for example for accelerated courses), the requirements of external funding, or a need to offer students greater flexibility. For these courses the dates of the course, individual modules or both will be tailored to the provision rather than the 'standard' academic year.

## Why does year-round delivery require extra consideration?

Consulting, notifying, and liaising with key University teams (see the list on the next page) will improve the student experience from recruitment to graduation and will avoid difficulties that can impact on teaching and administrative staff in the department running the course. Many of the University's student-centred processes — from the allocation of accommodation to the processing of exam results — are typically run around the 'standard' academic year. Things can be set up differently for individual courses, but this may include significant extra work and, crucially, can only be done if teams know that this will be required in advance. The earlier these conversations happen the smoother all the processes essential to the course can run.

## Checklist: Teams to consult

If you are considering either a new course or module with year-round delivery or making changes to existing provision then consulting these teams at an early stage is vital to ensuring that all systems, procedures, and resources are in place and so to safeguard the experience of your students.

### Course Records

- When assessment and teaching cross academic years this can cause system issues — but these can be avoided with appropriate discussions before course approvals which will allow structures to be set up correctly.

### Accommodation

- Accommodation is often occupied over the summer and allocating and preparing rooms outside the standard times is a logistical challenge. It takes forward planning to make sure that accommodation is available, ready and contracted to students.

### Assessment (Exam Boards)

- Adding boards and resubmission boards at certain points in the academic year can cause system and capacity issues that delay student results. Advance discussion allows exam boards to be scheduled appropriately.

### International Services

- You should consult at an early stage to ensure that the course complies with all relevant requirements for international students and that courses are designed to allow for teaching and assessment periods to fall within the CAS dates for students.

### Funding

- The Funding team need to be involved at early stage to advise on potential funding issues and to ensure that, where appropriate, the deadlines for submitting course dates to the Student Loans Company are met.

## Other teams to consider

Running a course with term, teaching or assessment dates that sit outside of the 'standard' University dates may require liaison with teams across the University to ensure that your students receive support, advice and services at the correct time and based on accurate information. These teams might include:

■ Admissions ■ Apprenticeships Hub ■ Graduation ■ Registration ■ Student Development ■ Student Information ■ Student Engagement ■ Student Progress ■ Student Voice ■ Student Wellbeing and Inclusivity

Remember that you should also consult with any team that you would as part of any course approval or significant change, and any teams that might be specifically relevant to your course. Apprenticeships require additional consideration to be given to how the course will be mapped to the relevant Apprenticeship Standard, so ensure you are liaising with the Apprenticeships Hub about this.

# Checklist: Key information to provide

This checklist shows the information that will be needed to provide teams across the University with all that they need to know to ensure that all their systems and procedures are set up appropriately for this new course or module, or if any change to existing provision involves a move to year-round delivery.

## For the course

- Course start and end dates; please ensure there is academic engagement until the end of the course
- Expected course dates, including study weeks and breaks
- Dates of any placements within the course
- Any teaching or assessment periods that will cross 'standard' academic years
- Expected exam board and results date for the course; this should be discussed with Assessment in advance

For **new courses**, this information should be provided in the [new course concept stage approval form](#), or in section E of the [new course development stage approval form](#), after discussion with your Faculty Quality and Academic Development (QUAD) manager. Please be aware there are different forms for new apprenticeships and courses with a January start. Contact [quad@essex.ac.uk](mailto:quad@essex.ac.uk) for information on these and ensure you also liaise with the Apprenticeships Hub if developing a new apprenticeship.

**Changes to existing courses** should be provided via the [Curriculum Update](#).

## For individual modules

- Start and end date of the module (including the assessment and teaching periods, where relevant. Please ensure the final assessment deadlines fall within the student registration and CAS dates, and that there is academic engagement until the CAS end date for courses
- Reassessment dates, especially if these will fall in a different academic year to the assessment
- Dates of any study weeks or breaks
- Key differences between different variants of modules, particularly where they are used in the structures for courses with a January entry point or are also available in apprenticeship routes

For **new modules**, this information should be provided in the [module proposal form](#), after discussion with your Faculty QUAD manager.

For **changes to existing modules**, this information should be provided via the Curriculum Update.

## Other things to consider

- Expected funding sources, noting when two or more variants of the same course are funded differently
- Any characteristics of expected students that may impact on the support or services they need or are able to access (e.g., part-time, international, work-based learning, apprenticeship)

## Where to go for more information

Individual teams will be able and willing to advise on any specific issues that might arise from course-specific term dates (see the contact details on the previous page).

Your Faculty Quality and Academic Development Manager will be able to advise on all areas of course development and you should consult with them from the earliest stage of considering a new course. Contact them directly or email [quad@essex.ac.uk](mailto:quad@essex.ac.uk) for more information.

There is further guidance on all aspects of course design, approval, and modification available on the Quality and Academic Development [webpages](#).

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