Project Management A

# Version 2: April 2025



Stage	Project Brief Project ID No.
Project Title	University Academic Framework Redesign: move to semesters and to standard UG modules bearing less than 60 credits.
Version	1
Project Sponsor	Penny Haughan
Project Manager	Dave Sennett (Semesters) and Mark Fry (Modules), Harry Pearce.
Description	In redesigning its academic framework, the University is proposing to transition from the existing three-term based system to a two- semester based system, with smaller, more focused modules to replace the 60 Credit units which make up the current UG model.
Project Categorisation (H)	Categories impacted by this proposal are:
(if known)	(1) Cost Reduction, through introduction of potential for sharing of curriculum across disciplines;
	(2) Revenue Growth, through increased choice and flexibility in the portfolio attracting additional applicants, additional opportunities for recruitment of study abroad and summer school international students, freeing of the summer period for conferencing activity, exploitation

	of the LLE as an opportunity for recruitment and more focussed time for staff to undertake research and KE projects.		
	(3) Student Enhancement, students will have enhanced experience through access to sit wide events, extended periods for employment, shorter period of non- contact over Christmas		
	(5) Support, through improving fit with standard requirements of the digital infrastructure meaning less reliance on in house solutions		
	(6) Strategic, through enhancement of opportunities for growth of the student body		
	(7) Business Risk, through implementing a model which more closely fits with the wider sector and international partners.		
Strategic Importance	The University needs to standardise its academic framework structure to that of the sector. This will facilitate close working with other institutions and increase synergies with the international market.		
	The university also needs to modernise its academic offer particularly at UG level.		
Benefits	Transitioning to a semester system would allow for more in-depth exploration of subjects, reduce the stress of exam periods at only the end of year, and would allow a more flexible view of the various courses offered by Hope for both home and international students. A semester system would align our calendar with many international universities, facilitating student exchanges and research collaborations. The model would provide opportunities for internships, work experience, and staff research time. This structure also accommodates the desire for students to engage in part-time work, potentially reducing financial stress and enhancing their practical skills.		
	Feedback from many parts of the Hope community and experience and evidence from external competitors and stakeholders has indicated that moving to a two-semester model will address these issues.		
	Smaller modules offer greater flexibility in curriculum design and student choice. They allow for more specialised topics, easier updates to course content, and the ability to combine modules in innovative ways. They also potentially give students opportunity for more choice in what they study. This approach can lead to more engaging learning experiences, as students can tailor their education more closely to their interests and career goals. Smaller modules also facilitate interdisciplinary studies, which are increasingly valued in the job market. We can ensure the 'Hope-ness' of our degrees by ensuring that each subject portfolio of modules addresses the threads of our strategic plan and also aspects of the Hope Graduate attributes. We also need to use the opportunity to ensure that all QAA Benchmarks are being met.		
	Feedback from many parts of the Hope community and experience and evidence from external competitors and stakeholders has indicated that moving to a smaller module model will address these issues.		

Impact of not delivering	Continuing with the three terms model will mean that the institution continues at a disadvantage in the market. This is in terms of attractiveness to both applicants for our degree programmes and staff to work at the university.					
Major dependencies	Population of the SLC database with term dates* for all our UG courses (at all levels - F, C, I & H) that we are running in 2025/6 will be required by the SLC by <b>31st January 2025.</b>					
	* Exact start and end term dates for terms 1, 2 and 3 requirements, irrespective of whether the course is d drive the expected loan payment dates to the student	* Exact start and end term dates for terms 1, 2 and 3 of each level of study - F, C, I & H. 3 term dates must be given as per the SLC's requirements, irrespective of whether the course is delivered over 2 semesters or 3 terms going forward. Term 1, 2 and 3 start dates will drive the expected loan payment dates to the students.				
	A schedule of semester dates will need to be in place	by 31 Janua	ry 2024 for the first 6 years of delivery.			
	Basic modular model needs agreement prior to 2025	entry applic	ant days which start from February onwards.			
Critical resources required, incl. ITS	Scoping, mapping and implementation work would be	e needed fro	om ITS, Student Admin and the Data team.			
work	Re working of curriculum documentation would be needed form academic schools.					
	QA checks and balance would be needed from the Quality tea, including reference to any external accreditations.					
Estimated budget	There is no requirement for financial outlay in non-staff budget terms, but there will be a considerable outlay in terms of staff time.					
Proposed start date	Consultation for October 2024					
Proposed completion date	Phase 1. 1 September 2025	Phase 1. 1 September 2025				
	Phase 2. 1 September 2026	Phase 2. 1 September 2026				
	Phase 3. 1 September 2027					
Project Board decision	Yes	No	Defer			
Version:						
Date approved:						
Notes:						

Change Portfolio Board decision	Yes	No	Defer
Version:			
Date approved:			
Notes:			
Strategic Change Board decision	Yes	No	Defer
Version:			
Date approved:			
Notes:			

## **Project Brief: Revised academic year structure and changes to module sizes**

## 1 Background

The University's strategic plan states that the university will provide education that transforms lives by committing to 'Develop and implement best practice in the delivery of very high-quality learning and teaching and student support' and also will 'strengthen our lifelong learning mission including widening access and ensuring good outcomes for our graduates'. In this light, the proposed redesign of our university's academic framework represents a significant shift in our approach to higher education. This plan

aims to address the evolving needs of our students, staff, and the broader academic community. By focusing on flexibility, efficiency, and modernisation, we seek to create an environment that better prepares students for the demands of the contemporary workforce while also improving the teaching and research experience for our staff.

The primary objectives of this redesign are 1) to increase curriculum flexibility and efficiency, 2) to facilitate changes in the portfolio 3) to provide students with more opportunities to take up part-time work and experiential learning, 4) to facilitate international student study and 5) to provide staff with opportunities for more consolidated periods of time for research and for leave.

To do this effectively the University is proposing to transition from the existing three-term based system to a two-semester based system, with smaller, more focused modules, which should offer more choice for students and increased flexibility in delivery patterns. This paper outlines the two key areas of proposed change and provides an opportunity for discussion, ensuring that if we want to make these changes, we can achieve the necessary goals while maintaining academic quality and fostering a supportive community.

#### 1.1 Alignment with University priorities

Strategic categories impacted by this proposal are:

(1) Cost Reduction, through introduction of potential for sharing of curriculum across disciplines;

(2) Revenue Growth, through increased choice and flexibility in the portfolio attracting additional applicants, additional opportunities for recruitment of study abroad and summer school international students, freeing of the summer period for conferencing activity, exploitation of the LLE as an opportunity for recruitment and more focussed time for staff to undertake research and KE projects.

(3) Student Enhancement, students will have enhanced experience through access to sit wide events, extended periods for employment, shorter period of non- contact over Christmas

(5) Support, through improving fit with standard requirements of the digital infrastructure meaning less reliance on in house solutions

(6) Strategic, through enhancement of opportunities for growth of the student body

(7) Business Risk, through implementing a model which more closely fits with the wider sector and international partners.

## 2 Project Definition

#### 2.1 Project Objectives

The overall aim of this project is to implement a new academic framework, moving to semesters and to standard UG modules of less than 60credits.

#### 2.2 Project Scope and Exclusions

The project aims to address the structure of the academic year and the modular framework which sits within it. It is intended to be conducted in three phases:

Phase 1 Introduction of semesters and introduction of smaller module sizes for Levels F and C.

Phase 2. Introduction of smaller modules for Level I.

Phase 3. Introduction of smaller modules for Level H.

At present there is no intention to change the credit values of existing PGT provision.

#### 2.3 Project Deliverables

The project will deliver a framework for a semester based academic year for all taught provision. It will also introduce a standard UG module size which is smaller than the current 60Credit norm.

#### 2.4 Delivery resources

- Strategic Lead: Deputy Vice Chancellor and Provost
- Semester project Lead: Director of Student Enrolment and Administration with assistance from SEA, ITS, data team.
- Module project Lead: Head of Student Enrolment and Administration with assistance from SEA, ITS, data team, QA and academic schools

#### 2.5 Constraints

- Business continuity in case of system failure: the academic year structure and the modular framework are a fundamental part of SITS. Backups are therefore available as part of our well-established student record system. In the case of failure of this system we can revert to a paper-based records for a short period of time.
- Student returns to outside bodies: the need for appropriate returns to the OfS and others will be built into the agreed timeline for the project.

#### 2.6 Interfaces

This project is part of the university's strategic plan in proving education that transforms lives. It particularly intersects with the Learning Teaching and Assessment Strategy which aims to provide opportunities for personalised learning and development and the optimisation of academic success and student wellbeing.

#### 2.7 Assumptions

**Staff capacity**: These projects require a substantive contribution of time from staff across multiple academic and professional services areas. Much of this will need to be frontloaded in the period Jan-April 2024.

Minimum Teaching Hours: The new model will maintain the currently agreed minimum teaching hours for each UG student as Levels F and C 12 hours per week. Levels I and H 10 hours per week.

Tutorials: The new model will maintain the requirement for each student to have a tutorial with a named tutor at least once a week.

**Initial curriculum Development:** The initial (phase 1) development of the new model will consist of rearrangement of existing curriculum rather than the creation of new content, except where it becomes apparent that existing content is not adequate.

Accredited courses: Where programmes are currently accredited by an external body the identified phases of the project may need t be adapted to address the requirements of the accrediting body.

## **3** Project Benefits & Outcomes

Benefits	Measures
Increased applications for UG programmes	Increase in acceptances for a range of identified programmes by 10% for 2027/28
Improved flexibility of UG programmes	10% of UG curriculum shared between at least 2 programmes by 2027/8
Improved optionality within UG programmes	At least 50% of UG programmes to have some optionality by 2027/28
Improved opportunities for students to undertake	Reduced absence during term time.
work experience during the extended Summer	
period.	
Improved opportunities for staff research over the	Increased outputs
extended Summer period	
Changes to academic regulations and reassessment	Reduced numbers of students needing to retake a full academic year
requirements.	

## **4** Outline Business Case

The Strategic Case:

This project aligns with the University's strategic plan to provide education that transforms lives. To facilitate this the University needs to standardise its academic framework structure to that of the sector. This will facilitate close working with other institutions and increase synergies with the international market. The university also needs to

	modernise its academic offer particularly at UG level to make its provision more attractive to applicants.
The Economic Case:	The project sets out to use the time of academics and students more effectively, to make Hope courses more attractive and to expand opportunities for easier access for international and LLE cohorts.
The Financial Case:	The cost of implementing these projects will be in staff time.
The Commercial Case:	The project is essential if we are to make course courses more attractive to the market and more efficient to deliver. It will also free up time for additional research and other activities which may well generate income.
The Management Case:	The project sponsor is the Deputy Vice Chancellor and Provost who will oversee project implementation design. It will be operationally managed by the Director of Student Enrolment and Administration and the Head of Student Enrolment and Administration, who is a SITS superuser at the institution and is invested in success with this system to improve student and staff experience. Support will be provided by ITS, SEA, the data team, QA and academic colleagues.

## **5** Tolerances

There is limited tolerance in the implementation of Phase 1. Introducing semesters across the whole provision and changing module sizes for Levels F and C is a significant task in the time available. This is dependent of a very wide range of colleagues across the institution.

There is significantly more tolerance in time for Phases 2 and 3.

Key areas for consideration in relation to tolerances are:

- Time: Delivery of Phase 1 for the start of academic year 2025/26 is tight. Once commenced the process will need to be completed to ensure student records are correct and timetables available at induction. A second constraint is the need to share academic year dates with the SLC by the end of January 2025. We will also need these dates to schedule the student record according to data futures for 3 years of fulltime students and 6 years of part time students.
- Cost: there will be no tolerance for additional cost unless we need to bring in additional staff to complete data entry. This would be minimal an could be done at grade 3 level.
- Scope: the scope is clear and there is not any anticipated change to this given the extensive consultation that has taken place.

## **6** Risks and Uncertainties

#### Likelihood: 1 = Rare and 5 = Almost Certain

Impact: 1 = Insignificant and 5 = Catastrophic

Risk & Description	Likelihood	Impact	Response Measure
	(1-5)	(1-5)	
Delay in agreement of academic year	3	3	Academic year structure to be modelled as the first action and to be available in draft prior to Christmas
structure leading to failure to supply			break 2025.
SLC with appropriate dates on time.			
Insufficient staffing resource to make	2	3	Colleagues with SITS training to be identified across the university and to be tasked with basic changes as
necessary changes in SITS.			necessary leaving the SEA and Data Teams to make the high level changes to SITS.
Curriculum documentation not	3	3	Simplified version of approval documentation to be created to reduce the burden of administration. No
completed in a time frame needed to			change to curriculum content to be expected in Phase 1.
make SITS changes			
Some curriculum needing to be	1	3	Undertake an initial analysis of all provision to ascertain any areas of concern. If identified then resource to
substantially altered			be prioritised in these areas.
Accrediting bodies not accepting	2	4	QA manager to negotiate with PSRB interim solution to be identified.
changes over 3 years as described in			
Phase 1 and requiring full reapproval.			
Timetables not available for Level F	2	5	Progress to be monitored closely. If this seems likely an alternative simple paper based solution will be put
and C students in October 2025			in place for the start of term.

## 7 Customers, Users and Other Stakeholders.

- External customers / users: prospective students (UG, PGT, study abroad, Clearing), offer holders, international agents, recruitment partners
- Internal customers / users: ITS, Data team, UK Recruitment, International Recruitment, academic schools.

## 8 Information Security<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> These will be assessed via: <u>https://ico.org.uk/for-organisations/guide-to-data-protection/data-protection-principles/</u>

The project involves the redesign of curriculum and academic year models within SITS. It will not involve the manipulation of data relating to individual students

## 9 Project Governance

#### The University Academic Framework Board

The University Academic Framework Board has been established to oversee the transition from a three-term-based system to a semester-based system, as well as to implement changes to the credit values of modules. The Board's primary objective is to ensure these changes are effectively planned, communicated, and executed while preserving academic integrity and minimising disruption to students and staff.

Chaired by the Deputy Vice Chancellor and Provost as Project Sponsor, the Board includes key staff members from across the University, representing both Professional Service Units and Academic Teams. The Board meets fortnightly, has agreed upon a set of terms of reference and has set the following priorities:

- Develop and oversee a detailed implementation plan for the transition.
- Ensure alignment with academic regulations and quality assurance standards, including revised course documentation.
- Engage stakeholders, including faculty, students, and administrative staff, throughout the process.
- Assess and mitigate risks associated with the transition.
- Monitor and evaluate the impact of changes post-implementation.
- Maintain an ongoing Equality Impact Assessment (EIA).
- Oversee necessary updates to the student management system to reflect the new academic structure.

Following each Board meeting, an update is sent to all staff via the staff bulletin. This update outlines the key discussions and includes any important documents requiring feedback from the wider university community.

#### **The Project Gannt Chart**

As this is a large-scale project involving multiple areas of the University, and with timing being critical to both staff and student experience, the project's progress will be tracked using a live Gantt chart. The University Academic Framework Board will be responsible for overseeing the progress of this chart. The Gantt chart, accessible to all staff, is divided into six phases to track progress, deadlines, and associated actions. These six stages form the agenda for the Board meetings. They are as follows: 1. Project Conception Communication and Marketing, SITs Activity, Assessment, Regulations and Associated Processes, Quality and Documentation, and Equality.

You can also access the live chart by clicking here.

#### University Academic Framework Webpage

The Board is responsible for ensuring that all changes are effectively planned, communicated, and executed while maintaining academic integrity and minimizing disruption to students and staff. To support this, the Board has introduced a project webpage to act as the central hub for all related information.

The project webpage includes:

- The initial document approved by the University Senate
- The project timeline
- Details about the Board
- Copies of all submitted papers and Board meeting minutes

Additionally, the webpage provides an opportunity for colleagues to share feedback and ask questions. Any member of the Hope Community can use this space to inquire about the project and receive further information or guidance directly from the University/Project Board.

#### **Project Communication**

After each Board meeting has taken place, the chair will collate a summary to go into the staff bulletin. This summary will include sharing specific documents that the whole university community will be asked to share their feedback on. Each University Executive Manager is invited to sit as member of the project board and can also communicate changes back to colleagues if necessary. The project also forms a standard item on the weekly Student Engagement Group agenda where the appropriate UEM can also raise any questions or feedback.

The FAQ section on the project webpage is updated weekly with questions submitted by colleagues across the university. The Project Sponsor (DVC) and the Project Officer will closely monitor this process.

## **10 Lessons Learned Log**

To capture and share knowledge about what has worked well and what could have been done differently during the planning, management and delivery of this project the Project Board have agreed to manage the below lessons learnt log. This will be updated during every Board meeting.

Number	Date Raised	Event (what happened)	Recommendation	Action	Owner and date to be	RAG
					achieved by	
1	28.02.25	The need to onboard learning and	Invite the Director of	HP to contact SM and	HP	
		teaching in the process earlier on than	Student Learning to be a	add to member of the		
		planned to discuss issues directly	Board Member.	Board,	11.04.25	
		affecting the student experience such				
		as development of Moodle and				
		assessment.				

2	14.03.25	The process of populating the cost and IT model templates has proven	Develop more flexible templates or guidelines	HP to raise this to AC.	DS/MF	
		challenging as the project is cost- neutral and its operational execution is part of business-as-usual activities.	that accommodate projects with minimal cost impact, and clearly differentiate between project-specific and		16.04.25	
			ongoing operational costs.			
3	09.04.25	The process of populating the costing model has been particularly	Guidance on this to be created and discussion	HP to discuss with AC	НР	
		challenging due to the sensitivity surrounding the disclosure of individual salary information. Given the personal nature of salary data, there are concerns about privacy and	to take place about mitigating the breach of sensitive information.		16.04.25	
		the potential impact of releasing such information.				

## **Assessment Tool for Identifying Major Projects**

This tool is used to identify major projects and is based on the following characteristics:

- Total cost of the project
- Impact of the project on students and staff
- Complexity of the project
- Reputational impact on the University or College if the project runs into difficulties

The tool may be used as is or adjusted to meet the particular needs of the individual institution.

Characteristic		Mark	Project
			Score
Cost of Project	2m or over	15	
Costs must include all time (resource spent on the project and not just the dedicated project team. A total cost	250k or over	7	
of ownership approach is used which includes all project costs over 48 months including recurring costs	50k or over	5	2
	20k or over	3	
	Under 20k	2	
Duration of Project	Over 12 Months	3	
	Between 6-12 months	2	3
	Less than 6 months	1	
	Direct impact on students and/or staff across the	4	4

Impact on Staff and Students	institution		
			-
	Direct impact on students	3	
	and/or staff across a Faculty or		
	large Professional Service Areas	2	
	Direct Impact on students	2	
	Professional Service Area		
	Impact on some students/staff	1	-
	within School or Professional	-	
	Service area		
Complexity			
High			
Four or more external stakeholders or partner organisations including external suppliers and <b>/or</b>			
Four of more external stakeholders of partiel ofganisations meldaling external suppliers and join	High Impact	Δ	
Affects a large number of diverse stakeholders with significant changes to roles, business processes, IT	ingh inpact	7	
systems and ways of working			
Medium			
One to three external stakeholders or partner organisations including external suppliers and/or	Medium Impact	2	
Affects a large space of manufactor in the starting and a superstitution with some similar to be started as the started			
Affects a large group of people having similar roles or expertise with some significant changes to business			
processes, it systems and ways of working			
			2
			2
No external stakeholders or partner organisations <b>and/or</b>			
Affects few people with little or no change in business processes, IT systems and ways of working			-
	Low Impact	1	
Reputational Impact	Potential for impact UK and/or	4	
	international profile		
If project gets into difficulties or its not delivered	Potential impact on national	2	2
	profile only i.e., OFS		-
	Potential for local impact	1	

Project Score	13
Major Project – Yes/No	Yes

If score is 11 or over then the project will be considered Major.

Appendix 3

Semester Dates 2024 – 2031

25/26	26/27	27/28	28/29	29/30	30/31	
1 September 1 2025	August 31 2026	August 30 2027	September 4 2028	September 3 2029	September 2 2030	
2 September 8 2025	September 7 2026	September 6 2027	September 11 2028	September 10 2029	September 9 2030	
3 September 15 2025	September 14 2026	September 13 2027	September 18 2028	September 17 2029	September 16 2030	
4 September 22 2025	September 21 2026	September 20 2027	September 25 2028	September 24 2029	September 23 2030	
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14 December 1 2025	November 30 2026	November 29 2027	December 4 2028	December 3 2029	December 2 2030	
15 December 8 2025	December 7 2026	December 6 2027	December 11 2028	December 10 2029	December 9 2030	
16 December 15 2025	December 14 2026	December 13 2027	December 18 2028	December 17 2029	December 16 2030	
17 December 22 2025	December 21 2026	December 20 2027	December 25 2028	December 24 2029	December 23 2030	
18 December 29 2025	December 28 2026	December 27 2027	January 1 2029	December 31 2029	December 30 2030	
19 January 5 2026	January 4 2027	January 3 2028	January 8 2029	January 7 2030	January 6 2031	
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28 March 9 2026	March 8 2027	March 6 2028	March 12 2029	March 11 2030	March 10 2031	
29 March 16 2026	March 15 2027	March 13 2028	March 19 2029	March 18 2030	March 17 2031	
30 March 23 2026	March 22 2027	March 20 2028	March 26 2029	March 25 2030	March 24 2031	
31 March 30 2026	March 29 2027	March 27 2028	April 2 2029	April 1 2030	March 31 2031	
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35 April 27 2026	April 26 2027	April 24 2028	April 30 2029	April 29 2030	April 28 2031	
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38 May 18 2026	May 17 2027	May 15 2028	May 21 2029	May 20 2030	May 19 2031	
39 May 25 2026	May 24 2027	May 22 2028	May 28 2029	May 27 2030	May 26 2031	
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41	1 June 8 2026	June 7 2027	June 5 2028	June 11 2029	June 10 2030	June 9 2031	
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51	1 August 17 2026	August 16 2027	August 14 2028	August 20 2029	August 19 2030	August 18 2031	-
52	2 August 24 2026	August 23 2027	August 21 2028	August 27 2029	August 26 2030	August 25 2031	-
			August 28 2028				
	Induction						
	Teaching						
	Reading week						
	Holiday						
	Asessment						
	Reassessment						
	Graduation						

## <u>Appendix 4</u>

## Semester Dates 2024 – 2031 with year one change

25/26	26/27	27/28	28/29	29/30	30/31	
1 September 1 2025	August 31 2026	August 30 2027	September 4 2028	September 3 2029	September 2 2030	
2 September 8 2025	September 7 2026	September 6 2027	September 11 2028	September 10 2029	September 9 2030	
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18 December 29 2025	December 28 2026	December 27 2027	January 1 2029	 December 31 2029	December 30 2030	
19 January 5 2026	January 4 2027	January 3 2028	January 8 2029	January 7 2030	January 6 2031	
20 January 12 2026	January 11 2027	January 10 2028	January 15 2029	January 14 2030	January 13 2031	
21 January 19 2026	January 18 2027	January 17 2028	January 22 2029	January 21 2030	January 20 2031	
22 January 26 2026	January 25 2027	January 24 2028	January 29 2029	January 28 2030	January 27 2031	
23 February 2 2026	February 1 2027	January 31 2028	February 5 2029	February 4 2030	February 3 2031	
24 February 9 2026	February 8 2027	February 7 2028	February 12 2029	February 11 2030	February 10 2031	
25 February 16 2026	February 15 2027	February 14 2028	February 19 2029	February 18 2030	February 17 2031	
26 February 23 2026	February 22 2027	February 21 2028	February 26 2029	February 25 2030	February 24 2031	
27 March 2 2026	March 1 2027	February 28 2028	March 5 2029	March 4 2030	 March 3 2031	
28 March 9 2026	March 8 2027	March 6 2028	March 12 2029	March 11 2030	March 10 2031	
29 March 16 2026	 March 15 2027	March 13 2028	March 19 2029	March 18 2030	March 17 2031	
30 March 23 2026	March 22 2027	March 20 2028	March 26 2029	March 25 2030	March 24 2031	
31 March 30 2026	March 29 2027	March 27 2028	April 2 2029	April 1 2030	March 31 2031	
32 April 6 2026	April 5 2027	April 3 2028	April 9 2029	April 8 2030	April 7 2031	
33 April 13 2026	April 12 2027	April 10 2028	April 16 2029	April 15 2030	April 14 2031	
34 April 20 2026	April 19 2027	April 17 2028	April 23 2029	April 22 2030	April 21 2031	
35 April 27 2026	April 26 2027	April 24 2028	April 30 2029	April 29 2030	April 28 2031	
36 May 4 2026	May 3 2027	May 1 2028	May 7 2029	May 6 2030	May 5 2031	
37 May 11 2026	May 10 2027	May 8 2028	May 14 2029	May 13 2030	May 12 2031	
38 May 18 2026	May 17 2027	May 15 2028	May 21 2029	May 20 2030	May 19 2031	
39 May 25 2026	May 24 2027	May 22 2028	May 28 2029	May 27 2030	May 26 2031	
40 June 1 2026	May 31 2027	May 29 2028	June 4 2029	June 3 2030	June 2 2031	

41	June 8 2026	June 7 2027	June 5 2028	June 11 2029	June 10 2030	June 9 2031	
42	June 15 2026	June 14 2027	June 12 2028	June 18 2029	June 17 2030	June 16 2031	
43	June 22 2026	June 21 2027	June 19 2028	June 25 2029	June 24 2030	June 23 2031	
44	June 29 2026	June 28 2027	June 26 2028	July 2 2029	July 1 2030	June 30 2031	
45	July 6 2026	July 5 2027	July 3 2028	July 9 2029	July 8 2030	July 7 2031	
46	July 13 2026	July 12 2027	July 10 2028	July 16 2029	July 15 2030	July 14 2031	
47	July 20 2026	July 19 2027	July 17 2028	July 23 2029	July 22 2030	July 21 2031	
48	July 27 2026	July 26 2027	July 24 2028	July 30 2029	July 29 2030	July 28 2031	
49	August 3 2026	August 2 2027	July 31 2028	August 6 2029	August 5 2030	August 4 2031	
50	August 10 2026	August 9 2027	August 7 2028	August 13 2029	August 12 2030	August 11 2031	
51	August 17 2026	August 16 2027	August 14 2028	August 20 2029	August 19 2030	August 18 2031	
52	August 24 2026	August 23 2027	August 21 2028	August 27 2029	August 26 2030	August 25 2031	
			August 28 2028				
	Induction						
	Teaching						
	Reading week						
	Holiday						
	Asessment						
	Reassessment						
	Graduation						

#### Appendix 5

Module Patterns NOTE THAT THESE ARE ALL EXAMPLES. AVAILABLE MODELS WILL BE DEFINED BY THE RELEVANT WORKING GROUP.



**30 Credit Model Single Honours** 



**30 Credit Model Combined Honours** 



# 30 Credit Model Major/Minor Honours



30 Credit Model Single subject exit Honours



# 30 Credit Model Single Honours with university wide options