Guidelines on Programme Handbooks and Programme Handbook Template

Introduction

1. These guidelines and the associated **Programme Handbook Template** relate to the undergraduate and taught postgraduate programmes and programme structures being delivered in the Session 2026/27.

The aim of programme handbooks

2. Programme handbooks are intended to provide specific information on the relevant School and how it supports its degree programmes. The aims of programme handbooks include acting as a guide to the programme, providing students with advice on how to get the best out of their studies and providing information about the programme structure and content. More general information about the University and key academic policies and procedures can be found in the Essentials student webpages and 'The Important Stuff' webpage on Essentials. It is the responsibility of students to familiarise themselves with their programme handbook and Essentials, and to use them as a reference when required.
3. Programme handbooks are intended to complement the formal description of the key components of programmes provided in the relevant Programme Specifications. The Programme Handbook does not form part of a student's Terms and Conditions with the University.

Production and publication of programme handbooks

4. All programme handbooks should be produced to a common format; handbooks will be produced by each School in respect of the programmes for which it is responsible.
5. The responsibility for combined honours programmes lies with the relevant Board of Studies and Student Experience. Schools may wish to produce a single handbook for such a programme, or they may cover the programme in two handbooks relating to the two appropriate subject areas, however, in the latter circumstance, students must receive programme handbooks for both subjects, and both handbooks must include a link to the programme specification website. Please include in the handbook(s) the name of the responsible co-ordinator or co-ordinators.
6. Programme handbooks should be revised each year and published online or in hard copy. Schools should bear in mind accessibility issues, for example, in relation to students with disabilities. Handbooks produced as hard copies will need to have

embedded URLs detailed on the page, either in line with the relevant text or as a footnote.

7. Schools should maintain an accurate archive of programme handbooks for each cohort of students for seven years post-graduation.

The programme handbook template

8. The University Board for Teaching, Learning and Student Experience recommends that undergraduate and taught postgraduate programme handbooks should contain the elements outlined in the *Programme Handbook Template*. Within the common framework, considerable flexibility is possible to allow for the differing needs of particular subject areas and Schools.
9. Schools should provide additional text or edit, as appropriate, the following sections of the programme handbook template: (A) “Introduction and welcome”; (D) “How do I get started?”; (E) “What is my programme?”; (F) “Support for you and your studies”; (G) “Performance and assessment” and (J) “And Finally . . .”.

Scope for variation

10. Schools may issue undergraduate programme handbooks at Part 1 that encompass all parts of the degree programme. Some Schools may wish to issue a separate handbook for each Part of the degree programme in order to retain maximum flexibility within the structure of the programme. Schools may, therefore, opt for:
    - a separate handbook for each Part of the degree programme; or
    - one handbook for Part 1, and another for Parts 2 and 3; or
    - one handbook covering the entire programme.
11. In respect of taught postgraduate programmes, Schools may opt either for:
    - a separate handbook for each taught postgraduate programme they deliver; or
    - a joint handbook which covers a suite of cognate programmes.
12. In addition, some Schools produce a School Handbook comprising all School-related information, including programme information, which is updated annually. A general School Handbook comprising School-based information, with separate programme handbooks updated annually, is also acceptable practice.
13. The important thing is that all relevant information is communicated to students in the most appropriate way. If a handbook covers more than one Part of the programme, annual updates should be issued for staff lists, key dates etc. as necessary.

[School or Dept name goes here] Programme Handbook for [insert name of programme]

[The University Board for Teaching, Learning and Student Experience recommends that undergraduate and taught postgraduate programme handbooks should contain the elements outlined in this document. The Programme Handbook should articulate with the recommended structure and content of School and Departmental Blackboard Organisations. Coordinate with your Senior Programme Administrator who usually oversee these Organisations. ALL sections should normally appear in every handbook. Text which appears [in brackets in red] indicates text which needs to be edited/provided by Schools/Depts or where underneath a section, headings have been provided as guidance for staff. Titles/headings which have an asterisk may not be required for all programmes. Text which is highlighted in yellow or blue indicates where content has been added or amended from the previous version of the Programme Handbook Template.]

[A photo from the CPS Photography Imagebank could be included here if desired. All photos should include Alt Text in line with digital accessibility guidelines. More information can be found on the Creative & Print Studio - Photography webpage and photographs downloaded by registering for access to the CPS Imagebank**]**

Version/Date

[The inclusion of a statement of which year/cohort this account of the programme applies to is mandatory.]

Alternative formats

[To be included in programme handbooks. Schools can find guidance on the Digital Accessibility webpages.]

The material in this handbook can be provided in alternative media. Please discuss your requirements with XXX (Tel: XXX or email xxx@reading.ac.uk).

Disclaimer

[It is essential that the standard disclaimer is used, and reproduced in full, at the beginning (preferably on the inside front cover). The standard paragraph provided below is a guide for the convenience of students and staff.]

The University's Ordinances and Regulations are available on the Key Policies and Regulations section of the Governance pages on the website, and programme information can be found in the relevant Programme Specification and module descriptions. Should there be, or appear to be, any conflict between statements in this handbook and the Ordinances, Regulations, Programme Specifications or module descriptions, the latter documents shall prevail.

~~Please note that many programmes introduced a new Programme Specification in the Academic Year 2024/25. If you are not sure if this applies to you, please contact your Support Centre/the Henley Helpdesk (for Henley Business School students).~~

💻 Governance Key Policies and Regulations

💻 University of Reading Programme Specifications

💻 University of Reading Module Descriptions

Please keep this handbook available as you will need to refer to it.

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A Introduction and welcome

Welcome

[Schools should include a Welcome message here from, for example, the Head of School/Dept. This should include, if appropriate, information on how the programme has been developed in line with the Curriculum Framework along with the attributes/skills students will leave the University of Reading with.]

Your Programme Handbook

This Programme Handbook has been designed to provide you with specific information on the School of XXX and how it supports your degree programme as well as other sources of important information.

More general information about the University and key academic policies and procedures can be found on Essentials via the Important Stuff section.

It is your responsibility to familiarise yourself with this handbook and Essentials, and to use them as a reference when required.

Finding your way around

[Along with the web link to the Campus maps webpage, a description of the lay-out of the School, with particular mention of any student resource/common room(s) and an explanation of the room numbering system, should be provided. If the layout is complicated, a plan appropriately customised may be helpful. Information about access for disabled students should be included.

The University has agreed that email is the default mode of communication between staff and students. Each School, however, may also decide to use additional forms of communication. Information on the location of any pigeon-holes for staff and students and any notice boards may be included here.]

💻 Campus maps

You can also access campus and building maps via the Student App.

Information about finding your way around the digital environment, including Essentials, can be found in Section D – How do I get started? below.

Members of staff

[A list of key members of staff, a brief explanation of their role where not already provided, and contact details must be included here. This might include, but is not limited

to, those staff members listed below. You may also wish to provide a link to your School/Dept staffing web page.]

Head of School/Department – [Name]

The Head of School is responsible for the academic leadership, resource and operational management of the School, as well as representing the School and University with external bodies.

School Director of Teaching & Learning/Departmental Director of Teaching & Learning – [Name]

The Director of Teaching & Learning (DTL) is responsible for providing leadership in teaching, learning, assessment and feedback in relation to the School's taught programmes.

School Director of Academic Tutoring/Department Director of Academic Tutoring – [Name]

School Directors of Academic Tutoring (SDATs) provide School-level leadership for student academic, personal and professional development.

Programme Director(s) – [Please provide the names of all Programme Directors for the programmes to which the handbook relates]

The Programme Director is responsible for providing strategic oversight and direction of the programme, thereby ensuring the design and delivery of high-quality learning opportunities for students.

Module Convenors(s) – [text must appear as shown – do not include an individual's name]

Module Convenors are responsible for ensuring the design and delivery of high-quality learning opportunities for students on the module. They provide support to the module teaching/marking team and work collaboratively with each other and with Programme Directors to facilitate the design and delivery of cohesive programmes.

Placement Tutor(s) – [Name]

Placement Tutors are responsible for leading on the academic aspects of placement learning at departmental or school level.

Placement Co-ordinators [do not include an individual's name]

As well as departmental or school Placement Tutors, Placements Co-ordinators within the central Placements Team support credit-bearing placement activities across the University.

If you are planning to undertake a Professional Placement Year, or a shorter credit-bearing placement, your Placement Co-ordinator is here to help you every step of the way. Please find details for your central Placement Co-ordinator by visiting About placements | University of Reading.

Disability Representatives – [Names] [include a brief explanation of these roles. Detailed role descriptions for Administrative and Academic Disability Representatives can be found on the Disability Information for Staff webpages.]

Disability Representatives are responsible for providing good working conditions for students and ensuring they receive the appropriate support and adjustments, liaising with the Disability Advisory Team and Module Convenors.

Student Support Co-ordinators [text must appear as shown – do not include an individual's name]

Your Student Support Co-ordinators are the people you see when you visit your Support Centre. They can help you with anything from a query about Campus Cards, advice on changing programme or on module selection, submitting assessment adjustments forms, to any other general or programme-specific question. For Henley Business School students, you can contact your dedicated support teams via the Henley Helpdesk.

~~The~~ Ask a Question ~~service~~ is the main method for contacting your Student Support Co-ordinators. You can find details of where to find your Student Support Co-ordinators and their telephone numbers on Essentials.

💻 Student Support Co-ordinators

Careers learning, placements and student development

[Schools should provide detailed information about the placement and work-related learning opportunities available in the curriculum alongside the support students will receive. They should also make clear the availability of the specialised career learning and how the School fosters student employability and development. Your Placement Coordinators and Careers Consultant can provide assistance and current information.]

Career prospects

[Schools should provide information here about career prospects for their graduates. Rather than focussing on Graduate Outcomes data, Schools should aim to provide students with a broad flavour of the types of jobs graduates enter into. It is recognised that this section will be easier to write for vocationally-oriented subjects, and that the information given for many non-vocational subjects is likely to be very similar. Your Careers Consultant can provide assistance and current information.]

💻 Careers

School societies/activities

[Information on any School/Student Societies should be provided here, along with information on any student/staff initiatives such as lunchtime seminar programmes etc.]

B Reading Student Charter

Partners in Learning

Staff and students have worked together to develop this charter that clearly sets out what we all expect of each other. It recognises the importance of an effective partnership commitment, in which the University and its staff have professional obligations but where students are also responsible for themselves as learners and as individuals. You can find the Student Charter in the Important Stuff section on Essentials.

Students expect the University

- to provide an excellent and varied learning experience;
- to deliver degrees with relevant content informed by the latest research;
- to provide access to learning resources and facilities that allow you to excel;
- to offer opportunities to gain knowledge and skills useful for life beyond University;
- to support students' professional development and access to career information, advice and guidance;
- to provide a broad range of social, cultural, sporting and co-curricular activities;
- to facilitate opportunities to express views which are considered and responded to.

Students expect staff

- to teach in an engaging and varied manner that inspires learning;
- to give timely and constructive feedback on work;
- to provide effective pastoral and learning support when needed;
- to respond, communicate and consult in a timely and effective manner;
- to recognise the student body to be a diverse collection of adults who are partners with an equally important voice in their learning.

The University expects students

- to work hard at their studies and to be active partners in shaping their experience of HE;
- to seek out opportunities to enhance their understanding and to develop practical and intellectual skills;
- to take advantage of the wealth of activities (social and developmental) provided by the University and the Students' Union;

- to be aware that their conduct affects other students and reflects on the University, and to act accordingly;
- to provide constructive feedback on their time at Reading through the Students' Union and directly to the University.

Staff expect students

- to be pro-active in managing their learning and in seeking help when needed;
- to be enquiring in their thinking;
- to manage their time to fulfil academic and other commitments;
- to engage fully with all academic commitments;
- to conduct themselves and to engage in their studies with honesty;
- to keep appointments and to communicate with staff in a timely and courteous manner;
- to take ownership of their own health and well-being.

We all expect each other

- to treat one another with respect, tolerance and courtesy, regardless of identity, background or belief, both in person and online;
- to show responsible stewardship of the university environment, facilities and resources;
- to challenge one another intellectually and to contribute to the advancement of knowledge;
- to work fairly and effectively with one another both inside and outside the academic context;
- to be accountable for our actions and conduct;
- to recognise and value positive contributions from others.

C Partnership

The foundation of our University community

The Principles of Partnership outline our vision for building an academic community at Reading, where students are empowered to shape their university experiences by working in partnership with staff.

Partnership:

- Is based on values of trust and respect
- Is empowering and inclusive
- Enables the co-delivery of meaningful change
- Involves negotiated responsibility for both the process and outcomes of enhancement activities
- Creates a sense of belonging to an academic community.

You can find out more about the Principles of Partnership, including further resources to support student-staff partnerships and collaborative working, on the Projects and Partnerships page on the Essentials website.

D How do I get started?

Key Dates

You can find semester dates for the current academic year and the following one on the Academic Calendar on Essentials.

[It may be helpful to include here key dates for field trips or other School/Dept activities]

Enrolment and your Campus Card

Every academic year you are required to enrol with the University, whether you are starting a new programme or continuing on a programme that you were on last year.

New Students/Starting a new programme of study

Enrolment at the University happens in two stages. Details of the steps you need to follow can be found on the 'Enrolling on your Course' page on Essentials or in your Welcome Guide.

Before you arrive at the University, you must enrol for your programme online (Stage 1). Stage 2 of the enrolment is done in person on arrival at the University. Once you have done this, you will be able to collect and activate your University username and email address, which will give you access to your email, timetable, [Blackboard/Canvas] and Me@Reading student portal.

If you are based on the Reading campus for your studies, you will be able to collect your Campus Card on arrival at the University. Once you have collected your Campus Card, which will be yours for the duration of your time at Reading, you are a fully enrolled member of the University of Reading.

Your Campus Card allows you access to:

i. the University Library
ii. 24-hour IT/computer facilities
iii. study lounges
iv. some buildings and rooms where access facilities have been installed (including your Hall of Residence)

Topping up your Campus Card account with money enables you to:

i. pay for printing
ii. pay Library and laptop locker fines
iii. pay for services at the Art Shop and Mail Shop
iv. benefit from special discounts and offers exclusive to those paying using the Campus Card

More information on using your Campus Card can be found on the 'About the Student Campus Card' webpage.

Returning Students

It is important that as a returning student you also complete re-enrolment each year. You will find information on how to do this on the 'Enrolling on your Course' webpage.

Mandatory Training

At Reading, we are committed to creating a safe, fun and respectful environment where we can all thrive in a community where we look out for one another.

In accordance with this commitment, it is mandatory for all new students to have completed the Tackling Harassment and Consent Matters training courses before arriving on campus at the start of the academic year.

[For programmes with students based at an overseas campus or with a partner institution

Tackling Harassment and Consent Matters

At Reading, we are committed to creating a safe, fun and respectful environment where we can all thrive in a community where we look out for one another. Specific information for students studying at an overseas campus or with a partner institution can be found online within the Information on Harassment and Sexual Misconduct for Students. Whilst the specific arrangements in place to prevent and respond to harassment and sexual misconduct are necessarily different to those on Reading's UK campus, they adhere to the same values and principles.]

Your contact details

You must keep your RISIS student record updated, including providing your home and semester addresses and (where possible) a mobile phone number. It is very important that we have these details so we can keep you updated throughout the year and contact you in case of an emergency.

💻 University of Reading RISIS

Communicating with you

While you are studying at Reading, your University email will be the main way in which important messages, news and updates about your course will be communicated with you. Please ensure you check it daily and respond promptly to enquiries and messages received. You should use this email address whenever you need to contact anyone at the University, except where otherwise advised.

Our student communication channels share useful news and updates too, so make sure you check these frequently:

- The UoR student app

- Essentials
- Me@Reading student news portal (this news feed is also available in the app)
- Blackboard Learn (for module and School-specific information)
- Ask us a question
- UoR Student Life channels

UoR Student App

The official UoR student app is your number one companion for student life. The app has been designed specifically to bring together essential information and help you stay organised, informed and connected.

Download the app for handy features, including:

• Your timetable
• A personalised newsfeed from the Me@Reading student portal
• Instant notifications of the most important news and updates
• Quick access to a range of support information, campus maps and location services
• An easy way to find and check your student details, including your digital student card
• A convenient link to your University email inbox and other digital services

It is available to all current students for free from Android and IOS stores. ~~Scan the QR code to download it now.~~

Module selection

If you are an undergraduate or postgraduate taught student and your programme offers optional modules, you will be required to select these online each year.

This process is called module selection and takes place at different times:

- for postgraduate students and students on the International Foundation Year/International Foundation Programme – in September;
- for new undergraduate students and for students on Home Foundation programmes moving into Part 1 – in October (except where students must select a Semester 1 module, in which case this happens in September);
- for students moving into Parts 2, 3 and 4 in April of the preceding academic year.

You will be sent email communications to your University email account, providing further information relating to module selection timings and instructions on what to do next.

Further information can be found on Essentials:

💻 Information on Module Selection

Your timetable and module learning plans

Your timetable shows all of your scheduled teaching and learning activities, and some programme activities. This includes lectures, seminars, workshops and other events which form part of your programme. Your School may also invite you to co-curricular activities and one-to-one or group meetings using Outlook.

Information on how to access your timetable, along with help and support can be found on Essentials.

💻 Information on your timetable - Essentials website

We recommend you check your timetable regularly, ideally in good time prior to each session and at least once a week. This is because the timetable can change due to unforeseen circumstances. Equally, you may find that your regular date, time or room is different for one week.

In addition to your timetable, a [Module Schedule/Module Roadmap/Module handbook] (delete as appropriate) is provided at the beginning of each module giving you an overview of how it is taught. You will also be given details of the learning and activities you are expected to do each week. This information will be shared with you in each [Blackboard/Canvas] course.

Recording of teaching and learning sessions

A selection of teaching sessions (or parts of sessions) will be recorded by the School/Department and made available for your use. These are to complement and support your learning from these sessions and should not be seen as replacing the need to attend. Recordings are normally in the format of audio recordings and accompanying slides. Recordings will be made available via the [Blackboard/Canvas] course for the module within which the teaching session(s) take place. Your School/Department will tell you more about what will be recorded and made available in your programme/modules.

[Schools may add information here regarding their plan for the recording of sessions – i.e. indicate the scale of recording that the School intends to undertake.]

Students wishing to make their own audio recordings of teaching and learning sessions (which are not already being recorded by staff) must obtain permission from the member of staff leading the session. Students with relevant disabilities who need to record sessions as a reasonable adjustment may do so and do not need to seek permission.

Only audio recording is permitted. Recordings made by students must only be used for personal private study purposes. All recordings, whether made by the School or by students, must not be shared or otherwise altered.

You can find more information in the Student Policy for the Recording of Teaching & Learning Activities.

*Blackboard/Canvas [edit title as needed]

[*Blackboard/Canvas] is our online Virtual Learning Environment (VLE) and gives you flexible access on any device to your online learning materials, resources, activities and assessments. These may include timely announcements, lecture notes, reading lists, screencasts and recordings of live teaching sessions. You can automatically convert documents into an alternative format to help you use them, for example: audio, ePub or PDF. You will also use [Blackboard/Canvas] to submit your coursework electronically or take digital exams, and see all of your initial marks and feedback.

Further information can be found using the links below:

💻 Overview: Blackboard Learn & Learning Capture

💻 Submitting assignments online

💻 Support for digital exams

💻 Choose accessible alternative formats for content

[Programme teams and module convenors can refer to CQSD's How to set up your Blackboard Course, Blackboard course template instructions, and Teaching Resources – T&L in Practice guides for advice on the design and structure of digitally enabled learning.]

Reading lists

[Schools should refer students to module reading lists created through the online Reading Lists system (using Talis Aspire software). Online reading lists should be made available via Blackboard. Your Blackboard course template will include an 'Online reading list' link, which should automatically match to the most up to ~~the~~ date version of your reading list. Click the link to check that Blackboard has correctly linked to your list.

Information for module convenors on creating effective reading lists can be found in Online reading lists: a guide for academic staff. More information on how the Library can support the provision of materials for teaching is available on our online guide to teaching support or by contacting your Academic Liaison Librarian.

Overseas campuses/partner institutions

Please note that the online Reading Lists system should only be used for modules delivered at our Whiteknights or London Road campuses. University Library availability information linked to each print item and our e-resource licensing restrictions preclude the use of this software for modules taught at our international partnership institutions/campuses. Blackboard course templates for modules delivered overseas include a Reading List Folder into which you can add locally available resources.]

Online reading lists should be available via your Blackboard courses – ask your module convenor for more information on recommended readings, and speak to the Library for help accessing items beyond your reading list.

For more information on accessing readings from online reading lists, please visit:

💻 Online reading lists: a guide for students

Glossary

The glossary of terms available on the Essentials page contains definitions of University of Reading and general higher education terms, phrases, abbreviations and acronyms that might need more explanation.

E What is my programme?

[Schools should edit the sentences/sections in red text as required/appropriate to the teaching delivery]

Your full time [undergraduate/postgraduate] programme is made up of [120/180] credits taken at each Part (e.g. Part 1, Part 2 etc). See your Programme Specification for more information. You can also find more information about credits in the Quality Assurance Agency for Higher Education (QAA) guide for students.

Your programme is made up of [e.g. a combination of compulsory and optional] modules. The module descriptions will give you details on how your modules will be taught and assessed.

Most of the teaching and assessment for your Programme will take place [e.g. over two semesters].

An optional or compulsory placement may make up part of your studies.

~~In response to student feedback, the University moved to a semester structure with effect from September 2024, and has also made improvements across its programmes. For more information, see the Teaching and Learning Projects pages on Essentials.~~

Guest Attendance

You may be able to attend lectures for additional modules on a guest basis, without completing the assessment/examination. Any such attendance would not contribute/count towards your final mark/progression/classification and would require permission from the relevant module convenor.

If you're interested in guest attendance, you should first discuss it with your Academic Tutor, who will help you consider the impact it may have on your main programme of study and your overall workload. Guest attendance at lectures will not appear on your timetable – you will be responsible for finding out the timetabling requirements and regularly checking Blackboard posts for any scheduling changes. It is important to note that guest attendance does not enable you to enrol formally on the relevant module after the normal deadline, nor is it acceptable grounds for assessment adjustment requests.

Further information can be found in the Policy statement on non-contributory modules and guest attendance.

Students studying part-time

[Where Schools or subject areas give their handbooks to students studying on a part-time basis, they should include a section addressing their situation and highlighting any differences in the organisation and structure of their programme to the full-time equivalent (e.g. progression rules).]

Programme Specification

You can find details of the requirements and structure of your degree/course from the Programme Specification. This can be found using the link below. If you are unsure which year to select, please check with your Support Centre/the Henley Helpdesk (for Henley Business School students).

Many programmes had a new Programme Specification for Academic Year 2024/25. For the Parts of your programme which you are studying from 2024/25 onwards, you should refer to the 2024/25 Programme Specification, which will reflect the changes introduced to improve your programme and student experience. If you are unsure if this applies to you, please check with your Support Centre/the Henley Helpdesk.

💻 Programme Specifications

Assessment

[This section must be edited to reflect the assessment method/s used.]

Assessment may be by examination. Most examinations are held during the three-week assessment period at the end of each semester and the examination dates are published each academic year. You can find further information in Section G, including a link to Exams Guidance information on Essentials.

*Professional bodies

[It may be appropriate to include a brief account of any relevant professional bodies, especially where the programme leads to professional membership, together with an explanation of how graduates qualify for membership of the organisation concerned.]

*Professional requirements

*Accreditation requirements

[Schools should include information on any specific accreditation requirements.]

*Fitness to Practise

[Schools are responsible for notifying students if they are on a programme which is subject to practice requirements; refer to Policy on and procedures for the determination of 'fitness to practise' for further guidance.]

The concept of 'fitness to practise' applies to those students undertaking programmes which lead to a professional qualification in one of the health or social professions. Under the terms of the accreditation of such programmes by the professional, statutory or regulatory bodies, the University has a responsibility to assess the fitness to practise of students and their suitability for a demanding and responsible profession, and to take

appropriate action in respect of that assessment. Further guidance can be found on the Centre for Quality Support and Development website:

💻 Policy on and procedures for the determination of 'fitness to practise'

*Disclosure and Barring Service (DBS) and other clearance checks

[Schools are responsible for notifying students if they are on a programme which is subject to DBS clearance; refer to Policy on and procedures for the determination of 'fitness to practise' for further guidance.]

💻 Policy on and procedures for the determination of 'fitness to practise'

*Safety

[Information about safety procedures and the specific responsibilities of students. Attention should be drawn to the Health and Safety at Work Act, if appropriate.]

Additional costs of studying

During your time studying at Reading, you may encounter some additional costs, for example field trips, text books, or stationery. These costs will be made clear on your programme specification and relevant module descriptions.

It is prudent to budget appropriately for these costs, and the Advice Service in the Students' Union can help you either by email or in person with this. You can also visit the website below for more generic information. More specific information can be given by your Department or School.

✉ advice@rusu.co.uk

💻 Reading Students' Union Money Advice

💻 University of Reading Student Financial Support Team

[*Any further School/Dept/Programme specific information to be added at the end of this list***]**

F Support for you and your studies

Inclusivity

The University is committed to inclusivity, which includes ensuring our teaching and learning practices are accessible to all (as set out in the Curriculum Framework), valuing the student voice, and respecting and celebrating diversity. Our Policy on Inclusive Practice in Teaching & Learning provides greater clarity and emphasis to our commitment to an inclusive approach. Various support is available for staff to ensure their teaching and learning is inclusive, including training events, staff networks and communities of practice, and consultations with students through the Inclusion Consultants scheme. Initiatives such as Closing the Awarding Gap, supporting working class students, and Decolonising the Curriculum are other examples of the work that the University is doing to make teaching and learning more inclusive. Find out more on the Diversity and Inclusion pages on Essentials.

Guidance for students on the use of captions

Captions accompanying recordings are automatically generated. As with any automated speech recognition system, captions may contain errors and may not be 100% accurate. Because they are automatically generated, they may not have been edited before being provided to you. You should not, therefore, rely on captions as a sole source of information.

Captions can be used to supplement your learning, but you should cross-reference captions against other sources, such as your course notes, slides from the session, suggested reading lists etc, and contact the lecturer concerned if you have any queries. We recommend that, if one is available, you use a subject-specific dictionary which should help you identify key terms. These are likely to be required in some subjects more than others, for example in subjects which use specific and technical terminology (such as Maths or Pharmacology).

If you believe a caption contains an error that significantly affects the meaning of the content and this is not clarified in other course materials, please contact your lecturer.

Freedom of Speech

The University of Reading is committed to upholding freedom of speech and academic freedom within the law. This includes the right of students and staff to encounter, explore and discuss a wide range of ideas, including those that may be challenging, controversial or unsettling.

As part of your programme, you may engage with material that reflects diverse perspectives or addresses sensitive topics. Such material is included where it is academically relevant and supports your learning.

This commitment is balanced with our aim to provide an inclusive, respectful learning environment and to support student wellbeing.

Further information can be found in the University's Freedom of Speech statement.

*Content warnings on course content

[Schools may wish to include a statement here to alert students to potentially distressing content that may be covered in their programme. More information can be found in the Guidance on content warnings on course content ('trigger' warnings). Schools should edit the suggested text below as required/appropriate to the programme content and delivery.]

We are an inclusive School/Department that takes the pastoral care of our students seriously, and we understand that some of our students may find particular topics difficult or sensitive. We advise students to discuss any particular concerns about material being taught with their lecturer or Academic Tutor.

Where to go for help with my studies?

Learning support and guidance is provided by a wide array of services across the University, including: Academic Tutors, Academic Liaison Librarians, the Careers Centre, the Academic English Programme, Study Advice and Digital Technology Services. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.

School/Department specific information

[1. Include information on any provision provided by the School (e.g. ASK Advisors)

2. Include where to find information about any School/Dept/Programme specific conventions to be used by students for references and citations (or any other style guides etc), including specific examples.]

Academic Tutors

Every student will be allocated an Academic Tutor – a member of academic staff in your School. Academic Tutors work in partnership with students and our wider support services to support your academic, personal and professional development.

For example, Academic Tutors help students to:

- make decisions in relation to their programme
- understand and use feedback they have received effectively
- reflect on their academic progress to date using tools such as the Student Progress Dashboard
- connect with other academics in their field of study
- make the most of the development opportunities on offer at Reading
- connect with other support services as appropriate.

You should meet with your Academic Tutor at least three times during the academic year to discuss your academic progress and development. There will be one meeting in Semester 1 and two meetings in Semester 2 (with the first Semester 2 meeting taking place shortly after you receive the results from the first assessment period). For new Undergraduate, Postgraduate and Foundation students, there will be an additional meeting during Welcome Week.

For further information about how to make the most of your Academic Tutor, including detailed meeting-by-meeting guides on what you could discuss at your Academic Tutor meetings, and other support services available at the University, please visit:

💻 Academic Tutors webpage.

[**For Master's by Research programmes only**:

Schools should provide information for Master's by Research students, specifying the local arrangements for supervision and support in accordance with the policy given below.

It is University policy that every Master's by Research student will have access to individual support from at least **two** named members of academic staff. In addition to the project/dissertation supervisor (who provides academic support and direction for the project/dissertation), the student should be supported by the Academic Tutor or a role broadly aligned to the role of the Academic Tutor; where the project/dissertation supervisor is the Academic Tutor, an additional member of academic staff must be appointed to support the student and the student informed. It is expected that the student will meet with their supervisor and the other named member of staff at least once a month.]

Student Progress Dashboard

To help you to see, understand and improve your academic performance, the Student Progress Dashboard shows your completed and outstanding assessments, what your progress looks like and how this compares to goals you have set for yourself. The dashboard shows how much of your summative assessment (i.e. assessment that counts towards your degree) has been completed, what your profile of marks looks like visualised into a series of graphics and how this level of attainment compares to the goals that you can (optionally) set for yourself. It is an important and powerful tool to help you take stock of how you are doing and to identify where you need to focus to improve. It forms the ideal basis for discussing how to improve with your Academic Tutor. More information, including how to access your personalised dashboard, can be found at:

💻 Student Progress Dashboard

Library

The Library supports your learning by providing access to print and digital resources and search tools to help you find books, journals and other resources for your studies. If you are new to Reading, take a look at our guide to getting started with the Library:

💻 Information for new students

As well as a wide range of print and digital resources, the Library offers expert support for your studies from our Academic Liaison Librarian and Study Advice teams.

Academic Liaison Librarians

Your Academic Liaison Librarian is your main point of contact with the Library – there is one for every subject offered at Reading. They can support your studies by:

- **showing you how to use information resources effectively** – Liaison Librarians create online Library guides for your subject and can provide group training sessions for your School/Department
- **providing individual help with research** – Liaison Librarians can offer one-to-one appointments to help you in finding information including: identifying the most relevant print and e-resources to use; developing effective search strategies; and advising on referencing and the use of reference management software (Endnote).
- **showing you how to save time** by making the most of all Library services.

You can find out who is your Academic Liaison Librarian, and book an appointment with them, on the Academic Liaison Librarian webpage.

Study Advice

Study Advice are a professional and friendly team based within the Library on the Whiteknights campus. They work with students in all disciplines and at all levels of academic study, from undergraduate to PhD. The Study Advice team can help you to:

- develop more effective practices for studying at university
- have a clearer understanding of what tutors expect
- make studying less stressful
- achieve better marks.

With their expert guidance, you can develop your skills for study success and help yourself to a better degree! You can find resources, details of workshops and information on booking an ~~one-to-one~~ appointment on the Study Advice webpage.

Maths support

If your programme or research draws on maths or statistics skills that you might not have used recently, our Maths Support guide provides links to an extensive range of e-resources and video tutorials which you can access at any time to practise and develop your mathematical and statistical skills.

Additional support for Library users

The Library contains a variety of study spaces to help you find a space that suits you best, such as silent study, study pods, and height adjustable tables. Library staff will be happy to

help you explore these spaces. The Library has an excellent guide on supporting users with disabilities, including studying with dyslexia and other specific learning difficulties.

Study Spaces

As well as the Library, there are various spaces available across campus where you can go to study. There are different types of spaces available depending on the type of study you are looking to do, for example group study or quiet study. You can find out more about these study spaces and where they are located on the Essentials Study Spaces page.

Disability Advisory Service

The University of Reading has a dedicated Disability Advisory Service (DAS) that offers information, advice and guidance. We support students who are disabled, have long term medical or mental health diagnoses, or specific learning differences (SpLD) such as dyslexia. We can work with you to make reasonable adjustments to enable you to participate fully in academic life.

The team can offer advice on applying for extra support through Disabled Students' Allowances (DSA) and liaise with your Department, the Examinations Office and Support Centre to agree reasonable adjustments for teaching and learning and exams.

If you have not yet told the University about your disability or your learning difference, or have not disclosed it on your application, you can discuss the implications of a disclosure in complete confidence with one of our Disability Advisers. Adjustments to your learning, such as extra time in exams, will not be automatic - you will need to contact the Disability Advisory Service and register with us first. It is important to do this as soon as you can.

If you think you might require support, but are not sure if you are eligible, please get in contact with us via phone on 0118 378 4202 or email at disability@reading.ac.uk, so that we can discuss your needs.

More information on the wide range of disability support offered to assist you through your studies and how to register with the Disability Advisory Service can be found on the Disability Advisory Service webpages on Essentials.

Digital Technology Services (DTS)

The University provides a wide range of IT facilities. More details about these and the support available can be found in the Student DTS Guide.

As a student of the University, you are entitled to install and use Microsoft Office 365 for free on your own computer, tablet or phone. Office 365 includes many accessibility features – see Microsoft's an inclusive, accessible Office 365 for further details. DTS has information about accessing and installing Office 365.

Student Laptop Loan Service

You can borrow a laptop for University work (not exams or time-sensitive work) from the self-service Lapsafe lockers in the Whiteknights Library. Laptops can be loaned during Library opening hours only for up to eight hours.

Academic English Programme

The Academic English Programme ~~(AEP)~~ can help you develop your academic language and communication skills while you study. We offer an extensive and flexible programme of courses, webinars and one-to-one consultations free to all ~~fee-paying~~ international students at the University. Our lecturers are experts in academic language and literacy, and we work closely with academic departments across the University to ensure our courses focus on the language and communication skills you will need for your degree.

*Dissertation/project advice

[Schools should include relevant information on dissertations and projects including expectations about standards, when topics should be chosen, etc.]

*Research training

[For postgraduate taught programmes only, information on the research training that the programme provides for future higher degree programmes.]

[For Master's by Research programmes only:
As a Master's by Research student, you are eligible and encouraged to attend relevant sessions in the University's research training programme, the Reading Researcher Development Programme (RRDP). The RRDP comprises a wide range of sessions, workshops and activities designed to address your needs in relation to:

- knowledge and intellectual abilities
- personal effectiveness
- research governance and organisation
- engagement, influence and impact.

You should reflect on your knowledge, skills, and personal attributes and discuss your needs with your supervisor to identify which RRDP sessions might be most relevant to your development as a researcher.

The RRDP timetable is available to view on the RRDP webpage. Please contact the Doctoral and Researcher College to request a course place and a copy of the Doctoral and Researcher College Training and Support Guide, which provides details of development opportunities available to you.

If a course is oversubscribed, you will be placed on a waiting list in case someone else drops out. We aim to run the most popular courses several times throughout the year, giving you the chance to attend at a later date.

RRDP sessions are delivered through a mix of online and face-to-face only delivery. Please refer to individual sessions for delivery details. All face-to-face training takes place on the Whiteknights campus. After booking, you will be emailed details of where or how to attend and any preparatory work you may need to do in advance. If you have any accessibility or other requirements, contact us at DoctoralandResearcherCollege@reading.ac.uk to let us know in advance.]

Support Centres/Henley Helpdesk

Support Centres/the Henley Helpdesk (for Henley Business School students) are your first port of call for anything ranging from a query about Campus Cards, advice on changing programme or on module selection, submitting assessment adjustment forms and queries about assessment, to any other general or programme-specific question. For full information regarding how and when you can access the service and who does what, please visit the Support Centres webpage on Essentials. If you aren't sure who to contact, use Ask a Question to be signposted to the right support.

Where do I go for other help/advice?

Student support and guidance is provided by the Support Centres/Henley Helpdesk, alongside our range of specialist support services including Student Welfare Officers, the Students' Union Advice Team, the Medical Practice, Counselling and Wellbeing and the Disability Advisory Service. Student Services also offer advice and support in a number of areas, including finance and academic issues such as withdrawals and suspensions. You can find more information on the Guidance and Support pages on Essentials.

If you aren't sure who to contact, use Ask a Question to be signposted to the right support.

24-Hour Support

All current students have unlimited access to a 24-hour support service.

The telephone service is completely free and confidential and can be used for any personal questions, worries or advice you might need.

You can also seek free, confidential advice 24/7, 365 days a year by live chat or video call through the Wisdom Wellbeing App.

Call 0800 023 2466 or live chat with experts via the Wisdom AI app.

Student Welfare Team

The Student Welfare Team is here to help you with any personal difficulties you may experience during your time at the University. The team is made up of professional welfare staff who are able to advise you on a wide range of personal and welfare issues that may impact your studies and day-to-day life. For further information, visit the Student Welfare Team webpage on Essentials.

Counselling and Wellbeing

The Counselling and Wellbeing team work throughout the year to help students manage a wide range of issues, working to minimise the impact of any problems on their academic progress.

All staff who work in the service are experienced and are used to working with students studying at all levels, and from all nationalities and cultures. They know and understand the problems that students face and are able to provide valuable and independent support.

💻 Counselling and Wellbeing

Student Services Reception/Online services

The Student Services Reception provides advice about a range of topics including enrolment, Council Tax certificates, Railcard and Oyster applications and verifications of academic progress, and signposting to services such as Immigration, Careers and Disability.

💻 Student Services Reception

Finance

The Student Financial Support Team are here to offer help, advice and support on a wide range of financial issues, including:

- advice in relation to tuition fees; in particular, specialist advice on funding via the Student Finance Authorities (i.e. Student Finance)
- bursaries
- Student Support Fund - supporting students in unexpected financial hardship
- information about Blackbullion, which offers free online financial support for University of Reading students
- liaison between you (the student) and Student Credit Control in times where you are struggling to meet the cost of your tuition fees and/or accommodation cost
- work with the Reading Students' Union Money Advisors to support you in matters relating to financial difficulties.

💻 Student Financial Support Team

💻 Cost of living support

International students

The International Student Advisory Team offers information and advice to its international ~~and EU~~ students, providing professional and confidential support in relation to:

- Settling into the UK (setting up a bank account, sim cards, understanding UK healthcare)
- Signposting to relevant support (financial, welfare, academic, community)

- Understanding UK culture and developing integration skills.
- Running social and intercultural events and activities
- Supporting students from countries in crisis
- Understanding the resources and facilities available at the University to enable you to make the most of your time at Reading, including information about student support services and the local area. ~~and places of interest.~~
- Visas and immigration advice and guidance on UK study routes (and for your dependants, if applicable).
- Updates on Immigration Rule changes.
- Information on working during and after your studies on a Student visa.
- Understanding your visa conditions.
- Information on how changes to your personal or academic circumstances may affect your visa.
- ~~Getting a UK sim card for your phone.~~
- Fraud awareness and support.

Throughout the year, the International Student Advisory Team participates in a variety of events, open to all students. Sign up to the international student mailing list for more information: Global Study Lounge & International Student Mailing List – Fill out form

💻 Information for International Students

Chaplaincy and Faith Support

The Chaplaincy Team operate from two bases on the Whiteknights Campus: the Chaplaincy Centre and the Muslim Centre. The Chaplaincy Centre hosts a programme of social activities and is open for drop-in visits for anyone from Monday-Friday, providing a good place to go for a quiet coffee and a listening ear.

Chaplains can sign-post for faith and well-being needs, whatever your religious beliefs. Feel free to call, email or just drop in to see them. Find out about pastoral support to students of any (or no) faith, as well as the events we run, on the Religious and Spiritual Care pages on Essentials.

You can also find Faith Societies at the University by looking through the Reading Students' Union Societies webpage or the Faith Groups on Campus page on the Chaplaincy webpages.

Reading Students' Union

Reading Students' Union is a student-led independent charity, based on Whiteknights campus, that exists to represent, support and provide opportunities for all students studying at the University of Reading. **As a student, you are automatically a member of the Students' Union.**

Our ultimate ambition is to support **all** students and enhance their University experience, delivering services to students in an accountable, inclusive, honest and forward-thinking way. As Reading Students' Union is a separate organisation to the University of Reading, one of our top priorities is to ensure that the student is always put first. More information can be found on the Reading Students' Union website.

Reading Students' Union Advice Service

The Advice Service is an impartial team of trained and experienced advisers empowering students to take control of their circumstances for positive change. The service is free, non-judgemental and confidential, and aims to provide you with the information you need to make informed choices when it comes to any academic, housing and money issues you might be experiencing. Whilst the Advice Service is based in the Reading Students' Union building, they also operate digitally. There is information to help you on the Advice Services webpage, including details of how to contact us if you need support.

The ~~Student Voice~~ Campaigns and Insights Team

The driving force behind Reading Students' Union is our members—you!

Each and every one of our students has the power to make a difference on campus and in the broader community, and we are here to support you!

Our mission as a team is to use data and campaigns to amplify your voice and help you make the changes you want to see. Whether it's running for election, participating in ~~or leading~~ a campaign or project, attending student council meetings, submitting any ideas on "Have Your Say", there are countless ways for you to get involved and make a change.

Look out for the various campaigns we'll run across the year.

Reading Students' Union Nursery Service

Reading Students' Union's purpose-built nursery offers places to children between three months and five years who have a parent either studying or working at the University. There are five child-centred rooms and an exciting outdoor play area. You can find more information and how to apply by visiting Reading Students' Union Nursery.

G Performance and assessment

Academic engagement

You are academically engaged if you comply with the academic requirements stated in the University's Statement of learner responsibilities, in particular those requirements relating to engagement with the academic tutoring system, attendance and participation in academic classes and submission of coursework. Further guidance on the policies and processes in place to support you to meet your academic requirements can be found on the Centre for Quality Support and Development website:

💻 Policy on and procedures relating to student academic engagement and fitness to study

Working with academic integrity

Academic integrity

'Academic integrity' describes the values held to be essential in university study in the UK. The six core values we work to are:

- **Honesty** – being truthful about which ideas are your own and which are derived from others, and about the methods and results of your research.
- **Trust** - preparing work that is honest, thoughtful and genuine.
- **Fairness** – not trying to gain an advantage by unfair means: for instance, by passing off others' work as your own.
- **Responsibility** – taking an active role in your own learning: for instance, by seeking out the information you need to study effectively.
- **Respect** – for your fellow students, your tutors, and the work of other scholars.
- **Courage** – taking a stand to address a wrongdoing and defending integrity.

(Adapted from International Center for Academic Integrity (2021), *The Fundamental Values of Academic Integrity*, 3rd edition, online at Fundamental Values of Academic Integrity, accessed 28 May 2026.)

Academic misconduct

The University takes academic misconduct seriously and it is your responsibility to make yourself aware of, and comply with, the contents of the policy below.

💻 Policy on Academic Integrity and Academic Misconduct

Avoiding unintentional plagiarism

Plagiarism is when someone else's work is passed off as your own. It may include:

- using someone else's words directly without accurately acknowledging their authorship (whether this is from a published source or another student)
- using ideas from someone else's work without accurately acknowledging their source
- colluding with another student to produce the same or similar work
- passing off someone else's original work (e.g. commissioned essay) as your own
- using unattributed text produced by Generative Artificial Intelligence Tools (e.g. ChatGPT) (see also section on Using Generative AI (GenAI) tools at University below).

Although you may be thinking that you would never be so dishonest, it is possible to commit plagiarism unintentionally. Unintentional plagiarism can happen if:

- you are not careful about recording details or note-making
- you do not learn how to cite references to comply with university standards
- you do not fully understand the role that references play in your academic writing
- you have copied and pasted text from elsewhere word-for-word without appropriate attribution or evaluation for accuracy (including the inadvertent use of text generated by Generative Artificial Intelligences tools (such as CoPilot or ChatGPT))

These errors also put you at risk of committing **poor academic practice**. This is the term used when you produce work which may be fully referenced, but (for instance) relies too heavily on only one or two sources, or is generally too derivative (includes too many words quoted from other people and not enough of your own analysis and exposition), or is inadequately paraphrased (too close to the original).

Plagiarism leaves you liable to penalties which may be determined at a School or University level. These can range from a substantial reduction in your marks (or even a mark of zero) which can affect your final degree classification, to a formal misconduct hearing which may result in your being asked to leave the University. Poor academic practice does not result in a formal penalty, but work will be marked bearing in mind the poor practice seen and is likely to attract considerably fewer marks than if sources were referenced appropriately.

Further advice on avoiding unintentional plagiarism, along with a guide to building references into your writing, can be found in the Academic Integrity Toolkit or by contacting the Study Advice Team. You can also find further information on Academic Integrity and Academic Misconduct in Section 9 of the Assessment Handbook.

Using Generative AI (GenAI) tools at University

Generative Artificial Intelligence (GenAI) tools (e.g. ChatGPT and Copilot) can be useful productivity tools and when used safely and responsibly have the potential to enhance your learning experience. It is important to realise that the output of these tools can be inaccurate, false and biased. The widespread use and pervasiveness of GenAI tools makes it

very appealing to use them in all-sorts of ways and for a variety of reasons. Whilst the University takes a positive stance on the use of GenAI tools, it does take seriously the need to uphold academic integrity, which means ensuring that you graduate with the skills, knowledge and attributes that have been set for your particular programme of study. For that purpose, to assure learning, the University has rigorous guidelines on how GenAI may be used within assessments. Assessments are designed to measure the learning that you have undertaken and therefore they must be a true reflection of *your* skills, knowledge and attributes.

How you can use GenAI tools for your assessments should, in most cases, be clearly communicated to you by, for example, your module convenor and explained in the accompanying assessment brief. **In cases where this information has not been communicated or provided to you, you should assume that the use of GenAI tools is not permitted for the assessment.** Knowing this, if you then use GenAI tools in a way that has not been approved as per the assessment brief, or is assumed to be prohibited, and then go on to falsely confirm that the work you are submitting is your own, the University will regard this as a form of cheating (also known as plagiarism or academic misconduct).

As mentioned above, sometimes a module requires or allows the use of GenAI tools, and this will be detailed in the accompanying assessment brief. In such cases, it is important that you follow the rules of GenAI use as detailed in the assessment brief, and provide the requested information on how you have used the GenAI tools for your assessment.

Further information and support on the appropriate use of GenAI tools and academic misconduct can be found here:

💻 Using generative AI tools at university

💻 Generative Artificial Intelligence and University Study

💻 GenAI Tools, Academic Integrity and Academic Misconduct (Annex 1 to Section 9 of the Assessment Handbook)

Turnitin and Draft Coach

As part of your University MS365 account in Word and Word Online, you have access to the Turnitin Draft Coach tool. This enables you to check your work and see a Similarity Report before you submit your work. Use this to help understand academic good practice and improve your writing by checking citations are correctly referenced. Running a check highlights how much and what matches different online sources. It does not necessarily indicate plagiarism.

See how to access and use Draft Coach – Similarity checking before submission.

When submitting an assignment in your Blackboard Course via a Turnitin Assignment or Blackboard Assignment submission point, a Similarity Report is generated that your lecturer can see – you may also have sight of this. This helps your lecturer see the correctly cited references and attributed sources, and any potentially poor practice. They are also familiar

with your writing, the literature in your field, and use their experience and academic judgement alongside Turnitin when reviewing your work.

Further information on using Turnitin can be found in Study Advice's Academic Integrity Toolkit.

References and citations

You will need to learn and apply the correct approach to citing references whilst at the University of Reading. Accurate referencing is essential to academic integrity.

It is your responsibility to check the referencing and citation conventions used on your programme. You can find more information on the Which style does your School/Department use? page.

Joint or group work

The University encourages you to learn from each other, so when working together it is important to work with academic integrity. In group work assessments it is likely you will be asked to submit a joint assignment that will be clearly acknowledged as being produced by the whole group. Part of the assessment will involve how you manage the group process and divide tasks between the group members. People do not need to do the same amounts of work, but the group does need to take collective responsibility for being honest, fair, and for showing respect to each member of the group.

Learning collaboratively and sharing ideas can be extremely effective, however, you need to be honest and fair. For individual assignments, such as essays or reports, whether undertaken as part of group work or otherwise, discussing the general topics together is fine, but the assignment itself should be planned and written up separately and individually. For mathematical and computing problems, or data analysis, discussing the best approach to the problem can lead to you selecting the same methods as your peers, and your work can naturally end up looking quite similar, however, you should complete the stages of the method and any working out yourself. It is not acceptable for one person to do the calculations and for the rest of the group to simply copy them.

If you are in any doubt about what is acceptable when working together, you should ask your lecturers. Further guidance on effective group work can be found in the LibGuides:

💻 Effective group work

Clear written communication skills and the use of editorial and proof-reading services

Students who are concerned about or wish to improve their written English are encouraged to:

- Discuss your writing skills with your Academic Tutor or other member of School staff

- Consult Study Advice, who are happy to advise on writing skills and improving the clarity and accuracy of writing
- Consult the Academic English Programme, which provides academic language and communication skills support to international students.

Students should be mindful that they are not permitted to use another person ('third party'), automated tools or GenAI to proof-read and edit their assessed work (they may have their work checked and mistakes or errors highlighted, but these should then be corrected by the student themselves). Further guidance can be found on Essentials:

💻 Use of editorial and proof-reading services

~~Academic misconduct~~

~~The University takes academic misconduct seriously and it is your responsibility to make yourself aware of, and comply with, the contents of the policy below.~~

~~💻 Policy on Academic Integrity and Academic Misconduct~~

Coursework & examinations

Coursework

Information on any module coursework assignments you need to complete, along with submission dates and method can be found on the module's [Blackboard/Canvas] course.

It is your responsibility to make yourself aware of all your assignment deadlines and to ensure you understand how to submit each piece of work.

It is important you familiarise yourself with the following policies and how they relate to coursework.

Reasonable Adjustments

Students with disabilities, specific learning differences or long-term medical or mental health conditions can register with the Disability Advisory Service (DAS) to obtain information, advice and guidance on adjustments to learning. DAS can also advise on applying for extra support through Disabled Students Allowances. You can find information on the Essentials website about some of the possible adjustments that could be discussed with a Disability Advisor.

If you think you would benefit from having adjustments to your teaching or assessments, then you should register with the Disability Advisory Service, who can help with creating an Individual Learning Plan (ILP). An ILP will outline recommendations for teaching staff on reasonable adjustments and adaptations to your teaching, learning and examination arrangements. These plans are not transferred automatically from your school or college and you do need to register with DAS to set them up. We recommend registering early so that your arrangements are set up in enough time prior to your first exams (at least 12 weeks before your assessments).

There is further information on special arrangements for examinations and assessments on the Essentials website.

Penalties for late submission of coursework

💻 Policy on Penalties for late submission (excluding Postgraduate Flexible Programmes)

💻 Penalties for late submission for Postgraduate Flexible programmes

Assessment Adjustments

The University recognises that during the course of your degree programme, you may be faced with situations of difficulties that are outside of your control (i.e. 'exceptional circumstances') and which negatively affect your academic performance and/or ability to undertake assessments. There is a range of adjustments ~~that are~~ available to you if you experience such difficulties.

You can access 24/7 support on assessment adjustments through the Assessment Adjustments Virtual Assistant (AAVA).

Please note, any references to Exceptional Circumstances you may encounter in documents should be read as Assessment Adjustments following a change to the policy's title.

💻 Guidance on Making an Assessment Adjustment Request

💻 Policy on and procedures relating to Assessment Adjustments

Feedback to students

The University seeks to provide feedback which can be used positively to promote your learning and help you improve future work. It is therefore important that you consider your feedback in detail and take the opportunity to discuss it. Further guidance on how to access your feedback and how to make the most of it can be found on the following webpages:

💻 Assessment and Feedback

💻 Making the most of your feedback

💻 Making the most of your feedback (10 top tips from students for students)

Students should be aware that marks and grades given to them during any part of a degree programme are subject to moderation by internal and external examiners, who may recommend changes either to the marks of a particular student or to those of a whole group. Marks remain provisional until they have been scrutinised and approved by the appropriate Examiners' Meeting and formally published by the University. Provisional marks are provided for guidance only and you should be mindful that they may change before the formal publication of results.

For all undergraduate and taught postgraduate programmes, the standard turnaround time for individual feedback and marks on coursework and in-class tests is a maximum of fifteen working days from the deadline for submission/date of the in-class test.

Feedback turnaround times are calculated by working days. For the purposes of this policy, a working day is defined as excluding Saturday and Sunday. Public/national holidays in the country where the relevant module is being delivered and University closure days are not normally considered to be working days. For UK campuses, the University is normally closed on the eight Public Holidays for England and Wales (New Year's Day, Good Friday, Easter Monday, May Bank Holiday, Spring Bank Holiday, Summer Bank Holiday, Christmas Day and Boxing Day). It is also normally closed for a small number of additional days during the year, referred to as 'closure days', usually around the Christmas and Easter public holidays. You can find information on Essentials about the academic year and semester dates.

Some assessments may be exempt from the fifteen working day turnaround time feedback requirement. The following assessments are exempt, subject to the proviso that work submitted in the second semester of the Final Part should be returned prior to graduation:

i. dissertations;
ii. final year projects (normally 40 credits in weight);
iii. assessments where there is input from a professional external body that might unavoidably delay the marking process;
iv. assessments where, for logistical reasons, there are staggered submission dates (e.g. practicals).

For more information about the University's expectations for providing feedback to students, please see:

💻 Policy on providing feedback to students on their work

Online assessment and feedback

Many of your assignments will be submitted and marked online through [Blackboard/Canvas]. You will also receive your feedback online. Further information about submitting your work electronically and accessing your feedback and marks online through [Blackboard/Canvas] can be found [on the Blackboard support for students website/on the Programme Area Tile]

~~💻 Online Assessment & Feedback~~

Examinations

Guidance for students

Essential information about taking exams can be found on the Examination Office's Guidance for Students page. This includes:

- key dates
- important information about what to do and what is expected of you
- information on services available to support you during exam periods.

You can also find advice about exams on the Essentials Assessments and Exams webpage.

Examination arrangements for students with disabilities and specific learning difficulties

💻 Information on special examination arrangements

💻 Examination & Assessment arrangements for students with specific needs

In order that supportive arrangements can be put in place, it is essential that students inform the University of their needs as soon as possible at the start of their studies if they have not already done so.

Marking

💻 Section 10: Assessment Handbook - Marking

Progression

💻 Section 15: Assessment Handbook - Progression

Classification of degrees

💻 Assessment Handbook - see Sections 16-25

[Schools should include relevant information on degree awarding rules as they relate to the programmes covered by the handbook, including whether specific modules must be passed in order to obtain a certain level of award e.g. an Honours degree. A named contact should be given for students to go to for further information, e.g. a Director of Teaching & Learning, Programme Director or Assessment Lead. Relevant text should be taken from Section 17, 18 or 19 of the Assessment Handbook as appropriate, and adapted accordingly. For example, text for a BSc or BA with no special requirements may read:

The overall weighted average for this degree is calculated as: (1/3 x average Part 2 mark) + (2/3 x average Part 3 mark) = overall weighted average

Weighted credits with a mark in a specified range are calculated as: (1/3 x Part 2 credits with a mark in that range) + (2/3 x Part 3 credits with a mark in that range)

In what follows, where the conditions for a higher class have been met, the higher class will be awarded.

To obtain First Class Honours, a student must have

80 credits in Part 3 with marks of at least 40 and
[An overall weighted average of at least 70
or
An overall weighted average of at least 68, provided that half or more of the weighted credits have a mark in the range 70-100

or
An overall weighted average of at least 68, provided that the average for modules taken in Part 3 is 70 or more]

To obtain Second Class Division 1 Honours, a student must have
80 credits in Part 3 with marks of at least 40 and
[An overall weighted average within the range 60.0-69.9
or
An overall weighted average of at least 58, provided that half or more of the weighted credits have a mark of 60 or more
or
An overall weighted average of at least 58, provided that the average for modules taken in Part 3 is 60 or more]

To obtain Second Class Division 2 Honours, a student must have
80 credits in Part 3 with marks of at least 40 and
[An overall weighted average within the range 50.0-59.9
or
An overall weighted average of at least 48, provided that half or more of the weighted credits have a mark of 50 or more
or
An overall weighted average of at least 48, provided that the average for modules taken in Part 3 is 50 or more]

To obtain Third Class Honours, a student must have
80 credits in Part 3 with marks of at least 40 and
[An overall weighted average within the range 40.0-49.9
or
An overall weighted average of at least 38, provided that half or more of the weighted credits have a mark of 40 or more
or
An overall weighted average of at least 38, provided that the average for modules taken in Part 3 is 40 or more]

To obtain a Pass, a student must have
60 credits in Part 3 with marks of at least 40 and
An overall weighted average within the range 35.0-39.9

Students who do not fulfil these criteria shall be stated to have Failed.]

Reassessment

Upon receiving your result, if you have not passed a module and you are eligible for reassessment (see Section 28 of the Assessment Handbook – Reassessment for when the right to reassessment applies), you will be offered reassessment in all the elements you are eligible for. If you are offered reassessment, there is lots of support in place to help you

prepare. The Reassessment Toolkit: Your Guide to Success provides a checklist of actions, advice on resitting different types of assessments and support information.

~~💻 Section 28: Assessment Handbook - Policy on Reassessment~~

Appeals

If you wish to appeal for a review of your result for part of your degree or your final classification, details on how to go about this can be found on Essentials.

💻 How to make an appeal

Sometimes things don't go to plan – where to go for advice

💻 Mental Health and Wellbeing webpages on Essentials
💻 Support Centres
💻 Academic Tutor
💻 Student Welfare Team
💻 Counselling and Wellbeing
💻 Disability Advisory Service
💻 Reading Students' Union Advice

H Working together - how is my voice heard?

Student-Staff Partnership Groups/Student Reps

We have a well-established framework for student representation, which enables students to make a meaningful contribution to quality assurance and to enhancing teaching and learning and the student experience. It allows any student at the University to have a say and ensures your voices are heard to help create positive change.

Every School operates at least one Student-Staff Partnership Group (SSPG). These are groups of students and staff that meet on a regular basis to discuss feedback from students on a particular programme or group of programmes. SSPGs work to identify good practice (what is working well), explore issues and concerns raised by students, and bring about workable solutions. They provide an opportunity for students to work collaboratively with staff to consider the student learning experience and to drive meaningful change within and, where appropriate, beyond the subject area.

The University works in partnership with Reading Students' Union, who coordinate the student representation framework and provide support and training to student representatives. Course Reps are elected students who represent you and your views about your university experience. They are members of SSPGs and may also be members of the programme's Board of Studies and Student Experience (BoSSE). Senior Reps work together to lead a team of Course Reps within each school. They gather and relay student feedback at a school level.

💻 Student Representation policy

Module & programme evaluation

The University actively encourages students to provide feedback on their degree programme and their experiences at Reading, through formal evaluation processes such as module and programme evaluation.

💻 Policy on Student Evaluation of Teaching & Learning

Have your say – student surveys

We are committed to working in partnership with you to ensure you have everything you need to succeed during your time studying at Reading. That's why we take student surveys, such as the National Student Survey (NSS) and the Postgraduate Taught Experience Survey (PTES), so seriously. Your feedback helps us to better understand what's working well and where we need to improve. Our Vice-Chancellor, Professor Robert Van de Noort, and Heads of School read your comments to directly inform where we invest our resources to benefit future students.

All undergraduate final year students will be invited to complete the NSS between January and April, with alternative surveys shared with undergraduate non-finalists and

postgraduate taught students. Thank you in advance for taking the time to share your thoughts.

You can find further information on feedback and surveys on Essentials.

Student Partners scheme

The Student Partners scheme, coordinated centrally by the Centre for Quality Support and Development, employs students across the University to work collaboratively on teaching and learning partnership projects within their school or department. Each department aligns the partnership work to the priorities set out in their School Teaching Enhancement Action Plans (STEAP), with Student Partners primarily working to enhance approaches to assessment, feedback and student voice.

The Student Panel

The Student Panel acts as an institutional-level mechanism for obtaining and understanding the student voice. The Student Panel employs 50 students, representing all subject areas, including all years and levels of study (from Foundation level to PhD), and a diversity of cultures, backgrounds, and experiences. The Student Panel meets three times per year and provides additional student insight in the University's strategic priority areas in teaching and learning, enabling the student voice to feed into key decisions at Reading.

For more information about the Student Partners scheme and the Student Panel, please contact cqsd-tandl@reading.ac.uk.

Inclusion Consultants

Student Inclusion Consultants are employed University of Reading students who advise us on making our courses and services more accessible and inclusive to our diverse student body. The aim is to platform students who identify as being members of underrepresented groups (such as minority ethnic students or students with disabilities) through problem-solving dialogues or 'inclusivity reviews'. You can find out more about Inclusion Consultants on Essentials or by contacting outcomes@reading.ac.uk.

I Making the most of my time at Reading

Study opportunities

Study Abroad

As an undergraduate at Reading, you may have the chance to experience life in another country by studying abroad.

💻 Study Abroad

Placements

If you're planning to undertake a Professional Placement Year, or a shorter credit-bearing placement, our Placement Co-ordinators are here to help you every step of the way through timetabled placement support as part of your studies, or through central events and workshops. If you are studying a programme which is regulated by a Professional, Statutory and Regulatory Body, and placements are integral to training, and progression, your dedicated placement tutor and placement team will support you by allocating suitable placements throughout your degree.

Languages

The University offers language learning to everyone within the University community. A module can be taken for personal development and in some cases it may be taken as part of your degree as a credit bearing module. There is a range of languages on offer, and they're taught at multiple levels, from absolute beginner onwards.

💻 Learning a language

Beyond my studies

Opportunities

You can access a variety of extra-curricular activities to enhance your experience and make the most of your time while at Reading. You can find information on what's available by going to the Opportunities page on Essentials.

Reading Students' Union

Reading Students' Union is led by four Full-time Officers who are elected to their roles by the student body. The Full-time Officers run for election while studying, then take a sabbatical year from study or start after their graduation. The Student Officers listen to the views of the thousands of students on campus; they represent the student voice on campus, locally and nationally. They're accountable to all students.

Student Officers

Your elected full-time Student Officers are:

Ellie Wiles, James Beaver, Ashmit Singh and Bella Cabrera.

Visit the Reading Students' Union Student Reps webpage to find out more about your Officers and how to contact them.

~~As well as Full-time Officers, there is an elected team of 11 Part-time Officers. The Part-time Officers represent and liberate the rights of under-represented and minority groups.~~

~~The Part-time Student Officer positions are: International Students' Officer, Mature Students' Officer, LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer and Questioning) Students' Officer, Minority Ethnic Students' Officer, Black Students' Officer, Trans Students' Officer, Women's Officer, Disabled Students' Officer, Postgraduate Taught Students' Officer, Environment & Ethics Officer and Postgraduate Research Students' Officer.~~

~~There are a variety of representative roles to put yourself forward for whilst at University. There is something for everyone - if you want to learn more about the different roles, or get involved, go to the Reading Students' Union Student Voice webpage.~~

Societies, Sport and Dance Clubs

Reading Students' Union offers students the opportunity to become a member of different societies; with over 90 groups on offer there are plenty to choose from. If there isn't one for you, you can set one up! Joining a society can be a great way to develop your interests and hobbies. You can find out about Reading Students' Union societies by going to the Reading Students' Union Student Opportunities webpage.

Reading Students' Union also supports the running of student sport and dance clubs on campus. Many of our sports clubs compete on a national level in the BUCS League, but most clubs offer opportunities for those from all levels of experience. There are over 50 different sport and dance clubs to choose from. Many Reading Students' Union sports clubs even take part in Varsity, a competitive sporting event which runs every year against Oxford Brookes.

Go to Reading Students' Union Sports & Dance for a full list of teams and groups and find out how to get involved.

Volunteering

Volunteering is a fantastic way to not only give back to the community, but develop your skills, meet new people and improve your career prospects! You can find out more about the huge range of volunteering opportunities by visiting the Reading Students' Union Volunteering and Fundraising webpage.

For more information... Visit the Reading Students' Union website or contact student.opportunities@readingsu.co.uk.

Careers Services

The central Careers Team work with all students seeking careers and employability guidance through the provision of 1:1 appointments, workshops, events and fairs. This includes undergraduates, postgraduates and postgraduate researchers. The only exceptions are with respect to Henley Business School students, who receive dedicated support from the Henley Careers & Professional Development Team.

Career choices and Self-discovery

Most people don't have a clear view of the career that they want to build, or what their strengths are, so the central Careers Team and Henley Careers & Professional Development Team are there to help you decide what you'd like to do, what you have the potential to excel at, and how to plan your job search strategy.

Careers and employability teaching

Each School has a designated Careers Consultant that can support you and who contributes to careers and employability curriculum design and teaching or co-curricular teaching in your school.

Careers workshops and events

Central Careers offers a variety of workshops, fairs and events over the year, designed to boost your careers and employability skills and knowledge. You can browse and book via My Jobs Online.

Careers appointments

For advice and support on careers and employability issues, book a student-focused, objective and confidential careers appointment with a Careers Consultant via My Jobs Online.

Finding part-time and vacation work

Working part-time or during vacations can provide you with extra money and valuable experience. Careers can guide you in your job search and the application process, and provide an online jobs board, My Jobs Online, where external organisations advertise their vacancies. Campus Jobs is the site to visit to find work within the University.

Finding Graduate jobs

For Finalists, life after university can feel daunting. Our Finalist Futures programme of activity helps you find a community of fellow students who are also working on their next step.

Careers activities

There are various activities designed to develop your career learning and employability whatever your career interests. Our work experience framework helps you explore the opportunities on offer.

Awards

The Reading Experience and Development (RED) Awards are the official University employability awards. There are three core awards: RED Professional Development Award, RED Sustainable Action Award and RED Global Engagement Award. By taking part in various extra-curricular activities, such as volunteering, additional learning and part-time working, you could gain one or more of these awards. All the skills, knowledge and experiences that

you amass through these awards will help you to stand out from the crowd when making applications. They are open to all students and are flexible to complete!

Career mentoring

THRIVE is a career mentoring scheme in the penultimate and final study-year of your undergraduate degree. It provides 4 – 8 months of collaboration with a successful professional which creates an environment to test your aspirations and discuss ideas about graduate life.

RIS

The Reading Internship Scheme is exclusive to University of Reading undergraduate students and provides paid, professional work experience and the chance to develop your transferable skills. Internships differ in length but will be a minimum of 140 hours with an employer, either part-time during semester-time or full-time during the holidays. Find opportunities on MyJobsOnline.

Partnerships in Learning & Teaching Projects Funding Scheme (PLanT)

PLanT projects involve staff and students working as partners to identify problems, find solutions, and enhance teaching and learning at the University. Projects can demonstrate a clear impact on the student experience.

💻 Partnerships in Learning and Teaching Projects Funding Scheme

STaR Mentors

STaR Mentors are current students that have been trained to help new students with their start at Reading. Mentors contact new students by email before they start and in person during the first semester.

💻 STaR Mentors

Peer Assisted Learning (PAL)

Peer Assisted Learning - PAL - is an academic study scheme offered in modules that are known to be difficult and where students struggle to gain good results or understanding of tough concepts.

💻 Peer Assisted Learning

Volunteering

Volunteering is an excellent way to help you make the most of your University experience. Whether you have a few hours to spare in the week or only have time to give at the weekends, there will always be a wide range of volunteering opportunities available.

💻 Volunteering

Students in Schools

The Students in Schools scheme places student volunteers in local schools, to help school children flourish and university students develop their personal and employability skills.

💻 Students in Schools

J And finally . . .

Graduation

Graduations normally take place in July and December. Invitations to those expected to attend will be sent in early April for the July ceremonies and mid-October for the December ceremonies. All the information you will need for your graduation, including dates, and beyond can be found on Essentials.

💻 Your Graduation and beyond

Before you leave

Before you leave the University, make sure you:

- return anything you have borrowed from the University e.g. any Library or Department resources;
- pay any outstanding debts;
- collect any hard-copy assessments that are waiting for you in your Support Centre;
- retrieve any files that you want to retain that are stored on University IT systems. Further information can be found on the Blackboard Help pages;
- spend any money on your Campus Card (this will be available to use for one year after you cease to be a current student);
- retrieve any personal items stored at University. For example, if you have a locker, clear it and return the key;
- if you are resident in University accommodation, make sure you follow the instructions for leaving.

Careers support after graduation

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As a University of Reading graduate and alumni, you remain part of our community. You can continue to benefit from individual advice, guidance and support, whatever stage of your career journey you are at. You are also welcome to attend careers events after you graduate. Henley Business School's students also receive the same support.

Alumni – staying in touch

[Handbooks should make reference to how the School interacts with alumni and the benefits this provides for current students.]

Your time here as a student is coming to an end, but this isn't goodbye, it's actually hello! That's because you're now part of a strong, supportive and successful alumni network.

💻 Alumni & Supporters

Or is it. . .?

Continuing your studies at Reading

If you are considering staying at Reading to undertake a Master's or Doctorate degree, you can view information on the Postgraduate taught courses offered by the University of Reading on our website.

To learn more about PhD opportunities visit the Doctoral and Researcher College website.

If you haven't found what you are looking for please refer to the following websites or visit your Support Centre/the Henley Helpdesk:

- Essentials website
- Assessment Handbook
- CQSD Teaching & Learning policy pages
- Support Centre webpages