

PROTOCOLS FOR PROGRAMMES COMPRISING A FOUNDATION YEAR OR INTERNATIONAL FOUNDATION YEAR (PART 0) DELIVERED ON THE READING CAMPUS

General Principles

1. The information below gives an overview of the protocols for Programmes 'with Foundation Year' (FY) and Programmes 'with International Foundation Year' (IFY), specifically the operation of Part 0. Any issues not explicitly dealt with in this document will be dealt with according to University policy as detailed in the Guide to Policies and Procedures for Teaching and Learning, which can be accessed here: www.reading.ac.uk/cqsd-PoliciesandProcedures.aspx
2. In order to ensure consistency across Part 0 provision ISLI will assume a horizontal coordinating role for any issue that affects the whole cohort (e.g. student experience, progression board, module portfolio). Programme-owning Schools (Parent Schools hereafter) will maintain vertical responsibility for their programme of study, for the modules they contribute to Part 0 provision and students enrolled on their programmes.
3. Any queries should be addressed to the University Director of Foundation Studies, or the International Foundation Programme (IFP) Director for programmes with International Foundation Year.
4. This governance document does not apply to Programmes delivered at branch campuses or at/with partner institutions e.g. NUIST, BIT.

Governance Structure

5. In order to ensure a coordinated approach to Part 0 provision and a consistent student experience, a Foundation Year Coordination Board of Studies and Student Experience (FY BoSSE) and the IFP Board of Studies and Student Experience (IFP BoSSE hereafter) will act in place of Boards of Studies and Student Experience (BoSSE) in Parent Schools for issues relating to the Part 0 cohort overall. Programme related issues will be considered in the relevant BoSSE in the Parent School.
6. Each programme with a Foundation Year will have an Academic Programme Lead, or Programme liaison, who represents the programme(s) at the relevant Foundation Year BoSSE.

7. The FY BoSSE will be chaired by the Director of Foundation Studies; the IFP BoSSE has a rotating chair.
8. Minutes of the BoSSEs will be received by undergraduate BoSSEs in the Parent Schools.
9. The FY and IFP BoSSEs report to the ISLI Management Board Teaching & Learning Sub-Committee.

Adding Programmes to the 'with Foundation Year' or 'with International Foundation Year' portfolio

10. New programme proposals will undergo scrutiny and approval in accordance with the Approval of a New Programme process as detailed in the Programme Lifecycle Policies: www.reading.ac.uk/web/files/qualitysupport/Programme-Lifecycle-Policies.pdf
11. In advance of a proposal being made to the University Programmes Board (UPB), the Director of Foundation Studies or the IFP Programme Director, as appropriate, must be consulted. They will advise on whether the proposal fits with the delivery model and will provide help and guidance on the best way to proceed.
12. Form A is initiated by the Parent School and requires sign off by both the SDTL of the Parent School and ISLI as the coordinating school.
13. Once approved, the Director of Foundation Studies or the IFP Programme Director will continue to work with the School to ensure smooth delivery of Part 0 of the new Programme, by providing help and guidance where necessary.

Amendments to Programme Specifications affecting Part 0

14. Amendments to a Programme with FY or IFY affecting Part 0 provision will follow the process in Section 5 of the University's Guide to Policies and Procedures for Teaching and Learning: www.reading.ac.uk/cqsd-PoliciesandProcedures.aspx.
15. In advance of a proposal for change being made to UPB, including withdrawing a module, the Director of Foundation Studies or the IFP Programme Director must be consulted.
16. Where changes affect individual programmes, Form Bs are initiated by the Parent School and require sign off by both the SDTL of the Parent School and by ISLI as the coordinating school. The parent school is also responsible for discussing amendments with Admissions to ensure new contracts are issued to in-coming students.
17. Where the change affects the whole of foundation provision, responsibilities for initiating Form Bs and liaising with Admissions for contract changes rest with the Director of Foundation Studies or the IFP Programme Director.
18. It is the owning School's responsibility to ensure that any amendments to the Programme Specifications at Part 1 and beyond are also reflected in the Programme Specifications for the corresponding Programme with FY and/or with IFY. The School must discuss amendments with Admissions to ensure new contracts are issued to in-coming students.

Structure at Part 0

19. A shared modular structure for the University's foundation year provision has been adopted. Students take modules based in and administrated by Schools across the Reading campus. A complete list of modules available can be found at: <http://www.reading.ac.uk/modules/ordered.aspx?sacyr=2122&level=0&orderedby=1>

20. The common structure was adopted to:
- a. minimise the overlap of content between modules offered by Schools;
 - b. allow students to explore subjects from different disciplines or clusters, whilst preparing students for success in their studies at the University;
 - c. give students the flexibility to change programmes, should they wish.

Programmes with Foundation Year

21. The structure has been approved by UPB and it is made up of:
- one 20-credit module common to all foundation students focusing on generic academic skills (convened by ISLI and complemented by School delivered tutorials);
 - one 20-credit module that focuses on discipline specific skills (provided by the Parent School);
 - two 40-credit modules to support progression onto the chosen programme, as determined by the programme specification.
22. The Director of Foundation Studies or the IFP Programme Director will advise Programme Managers in Support Centres of any approved changes, such that module diets can be amended, and other module-related tasks can be performed as required.
23. Provision of activities in Week 6 is at the discretion of Parent Schools, in consultation with each other. Clashes in activities for students taking modules provided by different Schools should be avoided wherever possible.

Programmes with International Foundation Year

24. Part 0 of programmes with International Foundation Year comprises 140 credits as follows:
- one 20-credit academic skills module;
 - three 40-credit modules of which two are discipline-related. The third 40-credit module can be either a discipline-specific module or, for those students who do not meet English Language requirement for undergraduate study at entry, an English language module.
25. The IFP Programme Director will advise Programme Managers in Support Centres of any approved changes, such that module diets can be amended, and other module-related tasks can be performed as required.
26. Week 6 on the programmes with International Foundation Year is, normally, a teaching week.

Amendments to Part 0 modules servicing Programmes with FY or IFY

27. Modules servicing the Programmes with FY and/or IFY are owned by the School that is providing the module.
28. As Part 0 modules may service more than one Programme with FY or IFY, as well as other Foundation provision, the Director of Foundation studies and the IFP Programme Director must be included in consultations before any changes are implemented.
29. Amendments to modules will then be approved following the standard University processes within the owning School.

Monitoring and review

30. The Foundation Programmes are all subject to internal review through the Periodic Review process under the Parent School, as applicable.
31. Responsibility for any external accreditation lies with the Parent School.
32. The Foundation Year provision within Programmes with FY and IFY will also be subject to Periodic Review within ISLI. This is to ensure that there is an overall review of the Foundation Year.
33. A discussion of Part 0 in Programmes with FY and/or IFY should be included in Schools' Programme Reflections during termly BoSSE meetings and feed into the School Teaching Enhancement Action Plan (STEAP). If required, the University Director of Foundation Studies or the IFP Programme Director will contribute.
34. The STEAP, Teaching Excellence Framework (TEF)-related elements and elements specific to a School/Programme will sit within the Parent School. More generic elements will undergo the STEAP process within ISLI.

Recruitment and Admissions

35. Representation of Programmes with FY and IFY at Open Days is the responsibility of the parent School. Where possible, the Director of Foundation Studies and/or the IFP Programme Director (or a representative) will also be available on Open Days to answer questions and provide appropriate support.
36. Throughout the year, Parent Schools may decide to host Offer Holder Visit Days, or similar events, provision of which is at the discretion of the School and is encouraged.
37. Any marketing material generated for Programmes with FY or IFY can be developed within the School but must be approved by the Director of Foundation Studies or IFP Programme Director before it can be deployed. This is to avoid conflicting messages and incorrect information being disseminated.
38. Welcome Week activities are aligned to the School's needs. International students and students enrolled in Programmes with IFY will be invited to attend the IFP Welcome Week activities. There should also be School-organised activities for Part 0 students in Welcome Week. Students should meet their Academic Tutor in this week.
39. The target number of students for programmes with FY will be pre-agreed with discussions between the Parent School, the Director of Foundation Studies and the Recruitment and Admissions Steering Group (RASG). Throughout the year, the Director of Foundation Studies will keep Schools informed of applications to their programmes. During Clearing and Confirmation, the Director of Foundation Studies will monitor admissions onto Part 0 of Programmes with FY and will work with the Admissions Office and the Schools to ensure that, if possible, student recruitment targets are met. The programmes with IFY have an overall target.
40. All amendments to entry requirements must be in accordance with the Programme Amendments process detailed in the Programme Lifecycle Policies, which can be found at: www.reading.ac.uk/web/files/qualitysupport/Programme-Lifecycle-Policies.pdf
41. Consultation and approval for changes to admissions follow the same process as any other amendment to Programmes with FY or IFY that affect the Part 0.

Administrative arrangements

42. Administration will be undertaken both in Student Support Centres and within ISLI's administrative support.

43. Student Support Centres will be responsible for:
 - a. student-facing administrative support,
 - b. module-related administrative support,
 - c. support relating to module diets, student enrolment, module selection.
44. ISLI administrative support, will be responsible for cohort administration, including:
 - a. supporting the Director of Foundation Year and the IFP Programme Director, including servicing the BoSSEs and the Examiners' Meetings,
 - b. maintaining an overview/central repository of student and module data,
 - c. using this central overview to advise Schools on student engagement cases as necessary,
 - d. collating information for the Exam Boards and BoSSEs,
 - e. acting as programme administrator for the Foundation in Academic Skills module.

Student matters

Academic Tutoring and Wellbeing

45. Students on programmes with FY are assigned Academic Tutors within the Parent School. Students on programmes with IFY will be assigned Academic Tutors within ISLI/IFP, who can signpost students to the appropriate well-being services.
46. Students will meet their Academic Tutor in accordance with the Academic Tutor System policy, which can be found at: www.reading.ac.uk/web/files/qualitysupport/ATSpolicy_incappendices.pdf.
47. Students will meet with their Academic Tutors with at least the same frequency as Part 1 students; it is understood that more frequent contact may be necessary in Part 0.
48. The School Director of Academic Tutoring (SDAT), or Departmental Director of Academic Tutoring (DDAT), where applicable, will advise these students as necessary.
49. Discussion with academic or Support Centre staff of any Extenuating Circumstances will be within the School in which the student is enrolled.
50. Foundation students are able to access the central services available to any other University of Reading student.

Attendance and engagement

51. Attendance and other non-engagement measures are monitored at a modular level, according to the existing parameters of the programme; both attendance and submission of work will be taken into account as measures to identify lack of engagement. Agreed parameters will be reviewed yearly. Students on programmes with IFY will align with the requirement for the IFP.
52. In order to facilitate early detection of lack of engagement by students taking modules across different Schools, a central record will be kept within ISLI.
 - a. For Programmes with FY: The ISLI Foundation Year Administrator and Administrators in the relevant Support Centres will agree a procedure to ensure that Academic Tutors are alerted of lack of engagement cases so that timely action can be taken. The central record will be accessible to Programme leads, SDTLs and SDATs as appropriate so that they can have an overview of student engagement on their programme. The Director of Foundation Studies will also have access to the data and will take an overview of any patterns and trends.

- b. For Programmes with IFY: The IFP and IFY Administrator will keep a central record of attendance and engagement, which is accessible by the Academic Tutors and the Programme Director and the ISLI SDAT.
53. Academic non-engagement procedures are undertaken and arranged in accordance with the Policy on and procedures relating to student academic engagement and fitness to study, which can be found on www.reading.ac.uk/web/files/qualitysupport/academicengagement_fitnessstostudy.pdf
- a. for Programmes with FY by the School in which the student is enrolled
 - b. for Programmes with IFY by the ISLI SDAT.

Academic integrity and academic misconduct

54. Any instance of poor academic practice or academic misconduct in a module is dealt with by the School (or Department, where applicable) in which the module is based. The student's Academic Tutor and the School Director of Teaching and Learning (SDTL) of the School in which the student is enrolled must be informed.
55. Where the School responsible for the module is not the School responsible for the student's programme, the SDTL responsible for the module should, at an early stage, consult with the SDTL responsible for the student's programme. Relevant documentation should be copied to the SDTL responsible for the student's programme.
56. Any academic misconduct that affects the student at a programme level is dealt with by the SDTL (or Department DTL, where appropriate) in the School where the student is registered. The student's Academic Tutor must be informed.
57. The University's procedures on academic misconduct apply as outlined in Section 9 of the Assessment Handbook:
www.reading.ac.uk/web/files/qualitysupport/9_Academic_integrity_and_academic_misconduct.pdf.

Student representation, evaluation and complaints

58. Final and mid-term students' module evaluation of the teaching on the Foundation Programmes will be collected in accordance with University policy, which can be found at: www.reading.ac.uk/web/files/cqsd/studentevaluationpolicy.pdf.
59. All module and programme feedback will be made available to the Director of Foundation Studies and/or the IFP Programme Director.
60. A Part 0 student representative from each Programme with FY or IFY will be invited to attend a Foundation Year Staff-Student Partnership Group (SSP Group) organised by ISLI and Chaired by the Director of Foundation Studies or the IFP Programme Director.
61. Part 0 student representatives will be invited to attend the SSP Group for their Programme within the Parent School. The Director of Foundation Studies and/or the IFP Programme Director must be informed of any Part 0 issues.
62. A summary of comments for the relevant modules will be presented to the relevant BoSSE, and a copy will be provided to the Parent Schools.

Assessment

Design, marking and moderation

63. Assessment for Part 0 is produced by the School in which the module that requires the examination is based.
64. All modules must have an associated External Examiner. Where modules both service the International Foundation Programme (IFP) and Programmes with FY or IFY, the same External Examiner for the module will be used. Where modules are not within the IFP suite of existing modules, the School will be invited to recommend an External Examiner with experience of Level 3 provision in the first instance. ISLI will assist Schools in the search for external examiners if required.
65. External Examiners must be consulted on draft examination papers and be given an opportunity to comment sufficiently in advance of the submission deadline for draft examination papers to allow amendments to be made. This process, including submission of papers to the Exam and Graduation Office will be the responsibility of the module owning School, supported by the appropriate Student Support Centre.
66. All assessment will be moderated in accordance with the moderation processes outlined in Section 13 of the Assessment Handbook:
www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-assessmenthandbook.aspx
67. Moderation processes are the responsibility of the module owning School, supported by the appropriate Student Support Centre.

Examiners' Meeting and Progression Boards

68. To ensure consistency across all Programmes with FY and IFY, Part 0 of these Programmes will have one unified Foundation Programmes Examiners' Meeting, coordinated in ISLI. The Examiners' meeting will be preceded by a preliminary meeting, which focuses on an internal review of marks. Meetings are carried out in accordance with Section 26 of the Assessment Handbook:
www.reading.ac.uk/web/files/qualitysupport/26_Examiners'_Meetings.pdf
69. Part 0 of Programmes with FY and IFY will also have a separate unified University Progression Board to ensure consistency across all programmes.

Completion of Foundation Year and Progression to Part 1

70. Progression rules may not be varied within the academic cycle.
71. All amendments to progression rules must follow the process outlined in the section on Amendments to Programme Specifications affecting Part 0 in this document and must fall within the pre-agreed options, with the exception of externally accredited programmes.
72. In order to progress from Part 0 to Part 1, a student shall normally be required to:
 - a) achieve a threshold performance at Part 0; and
 - b) fulfil any programme-specific requirements which are stipulated in the relevant programme specification and further programme information.

Further details, including the definition of threshold performance at Part 0, can be found in section 15 of the Assessment Handbook
(http://www.reading.ac.uk/web/files/qualitysupport/15_Progression.pdf).

73. Any programme-specific progression requirements must conform to one of four options, as detailed in the [Guidelines on the structure of undergraduate and taught postgraduate programmes](#). The only exception are accredited programmes, where alignment with the accrediting body requirement may be necessary.

74. Students who meet at least the threshold performance at the end of Part 0, but leave before completing the subsequent part, will be entitled, upon request, to a transcript of their results produced by the Examinations and Graduation Office and a Certificate of Completion produced by ISLI.
75. If a student has successfully passed the FY or IFY but wishes to transfer to Part 1 of another programme that does not have a 'with FY' or 'with IFY' variant, they must apply for re-entry and will be considered on a case-by-case basis by the relevant Admissions Tutors.
76. If a student does not meet the progression criteria for their parent programme, they will be allowed to transfer into Part 1 of Programmes with FY or IFY for which they do meet progression criteria.
77. Students that have failed to pass the FY or IFY are not usually eligible for re-entry into the University of Reading.

Externally Accredited Programmes with Foundation Year

78. It is recognised that programmes with FY or IFY that are externally accredited may require additional consultation with Programme Leads or in some cases particular arrangements to be put in place in order for the programme to meet the accreditation requirements. It is expected that the areas most affected would be admission and progression.

Version Control:

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| 4 | | 18 January 2021 | Revisions to progression requirements approved by UBTLSE June 2020 |
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