“One child, one teacher, one book, one pen can change the world.”

Malala Yousafzai
At the Institute of Education, we design our programmes to challenge, inspire and equip you to become an outstanding educational practitioner and teacher, with the amazing potential to transform lives.

We have a vested interest in the big debates and questions about education and encourage our students to get involved, challenge preconceptions and the status quo.

Study with us and you will learn with a diverse and incredibly experienced community of academics and world-leading researchers. You will benefit from the breadth of their expertise and experiences of educating and influencing policy – both through their teaching and supervision and through getting to know them as part of our close-knit and open community.

Professor Cathy Tissot
Head of the Institute of Education

www.reading.ac.uk/education
"Our motto is better together than alone. We are a collective, a mixture of academics, local community partners and local women empowering each other."

Professor Carol Fuller grew up in the local area of Whitley. As a mum with a young family she had few aspirations or qualifications but after taking an Access to Higher Education course at college, she started at university at the age of 32. She has since continued her studies, obtaining a master’s degree and PhD in Sociology and is now a Professor of Sociology and the Research Division Lead for the Institute of Education.

“I came from an environment where no one had aspirations and I was puzzled as to why this was the case. Why did some children have aspirations while others didn’t? This became the focus of my PhD which was a study of aspirations in working class girls.”

She continued “I was fascinated by students who despite their poverty were aspirational. I was interested in what was different about them. Through my research I discovered it’s not about poverty and it’s not about academic ability because some participants were low achievers but highly aspirational and vice versa. I discovered it was about confidence and how much power they felt they had to control their own lives.”

Carol then began to look at ways in which to change people’s sense of empowerment. “Research has shown you can’t tell anyone they can do something. You have to enable people to explore and discover their own abilities for themselves. People often do have aspirations, they just don’t know what to do about them.”

She created a focus group to ask the local community what they wanted from the University that would enable them to move forward. From this, the Marvellous Mums project was born.

Carol worked with her colleague Dr Maria Kambour-Danos to create Marvellous Mums with funding from the University, and in partnership with Whitley Community Development Association and support from Sure Start, and Reading Borough Council Social Services.

Carol and Maria met with local MP Alok Sharma who loved the concept of Marvellous Mums. He arranged a meeting with the Job Centre. This resulted in a pilot for unemployed women who wanted to go back to work known as Marvellous Me.

"Both programmes are very dear to me. They embody years of research into identity confidence and resonate with my own life experiences. It’s about self-empowerment and social justice!"

Women take part in a ten-week programme designed to empower them in all areas of their life. The sessions include social and cultural outings, goal setting and reflection, as well as practical support, such as interview techniques.

Participants’ increased confidence has seen some join the Prince’s Trust and establish their own businesses, others have felt confident enough to speak at public events, return to work, leave destructive relationships or start college.

“**It’s not about academic ability, it’s about confidence and how much power they felt they had to control their own lives.**”

Professor Carol Fuller
THAT EUREKA MOMENT
“It was a dream to join the School Direct programme via the salaried route, and I can’t believe I’m almost at the end of my training year already.”

Sherine Ahmed undertook the Primary School Direct Salaried route into teaching and liked the idea of School Direct because it offered a hands-on one year course with practical, on the job training.

“I always wanted to teach and working with children is so rewarding.

“The School Direct route is individually tailored to meet your needs and work on your already existing skills and experiences. You’re the one who sets your starting point really.”

When asked how she found the university elements of the course Sherine said: “The University of Reading provides the programme in a phenomenal way. It has a partnership with the local schools and councils which it collaborates closely with to shape the course. I had moved from Liverpool to Reading to apply for the programme because I could see the difference between providers. I can honestly still say I don't regret the move. The tutors are beyond supportive. They make you feel unique and special.”

She continued: “They fuelled us with positive energy constantly throughout the course. Whenever I felt unsure, they always had the information or the answer to hand.”

When asked about a particular lesson or event that inspired her Sherine said: “We had two science sessions with a current teacher and science lead. In these sessions we experimented with different areas of the curriculum. I went home that day and decided to take over the planning of Science Spectacular Day for the whole school. I was so full of ideas and enthusiasm from these two science sessions that I felt able to apply what I learnt in the classroom straight away.”

Sherine would advise a prospective trainee to: “Just follow the course wholeheartedly and everything will flow smoothly. Don’t overwhelm yourself unnecessarily or be reluctant to stay on top of the tasks.”

In the future Sherine would like to be the science lead in her school.

“I decided to take over the planning of Science Spectacular Day for the whole school. I was so full of ideas and enthusiasm.”
Dr. Natthapoj Vincent Trakulphadetkrai is a Lecturer in Primary Mathematics Education. Vincent’s research interests are centred around the use of storytelling to help enrich mathematics teaching and learning.

“Until recently, there had been only a handful of research and resources relating to teaching mathematics through storytelling beyond the pre-school level. I was really intrigued as to how this teaching strategy could be applied at the primary school level.

“I then started trawling the Internet to buy mathematical story picture books for that age range and conducted research on this topic.”

Vincent wanted to share his passion in this mathematics teaching approach with teachers and parents globally, so he created the non-profit MathsThroughStories.org website. Since its launch in 2017, it has been viewed over 300,000 times by more than 60,000 teachers and parents from over 180 countries.

The website has over 500 recommendations for mathematical stories, covering over 40 mathematical concepts for learners aged three to 18. Additionally, the website also offers book reviews, lesson ideas, tips on writing mathematical stories, interviews with mathematical story authors as well as research highlights.

A UK primary school teacher commented that: “I have spent all my budget on buying mathematical story picture books as recommended by the MathsThroughStories.org website, and the children in my school love our creative and purposeful maths story-inspired curriculum. I have also recently shared my maths story-inspired lesson idea with other teachers and parents on the website.”

Vincent works with colleagues in different countries including, Ireland, Israel, Australia and Taiwan to investigate the extent to which teachers in these countries are aware of this underutilised mathematics teaching strategy. Vincent hopes his research will help him to advise policy makers on how best to encourage teachers to adopt this teaching strategy more widely.

Students at the Institute of Education benefit from learning from a leading expert like Vincent as he teaches on teacher training programmes and supervises postgraduate research students.
“PLEASE MISS, BE A TEACHER”
Rikki Seddon, PGCE Secondary Design and Technology, started her journey as a Learning Support Assistant (LSA) in a secondary school. At that point she hadn’t considered teaching in the traditional sense but gained huge insight into the students’ difficulties and educational needs while observing in the classroom. It was there that the children told her that she should become a teacher.

Having decided to take the plunge and do a PGCE, she chose Design and Technology because it offered lots of variety.

With the PGCE being an intensive course and a mix of university study and school placements, Rikki said “It was the most demanding year of my life, but every one since has shown me how worthwhile it was. The resources and practices I built up have seen me through and I’ve since adapted and improved them year on year. Having a close cohort made all the difference – there was always someone around to bounce ideas off.”

Rikki enjoyed the hands-on projects such as screen printing, building architectural models and chairs out of newspaper, making soup and visits to interesting places like the Pitt Rivers Museum.

Now a qualified Design and Technology teacher, Rikki loves the variety: “On Wednesdays I have year seven Food Technology where I watch their faces swell with pride over bread rolls and knife skills, followed by year nine Electronics where we solder PCB components, and I finish with GCSE Graphics and support them in their coursework as they succeed and fail, learn and adapt and give their all.”

So why teach Design and Technology? Rikki’s view is: “More than ever in this dynamic and technologically-changing world students need to develop their creative, problem solving and practical skills. Design and Technology is not only for our future engineers learning about the physics of bridges, but for your local chef with the skills to fillet a fish, surgeons having the dexterity to suture a wound and environmental conservationists working to remove microplastics from the oceans.

“We are shaping the future of our world, one lesson at a time and with it, giving every student the opportunity to use their heads, their hands and their hearts to do so.”
Dr Holly Joseph is a psychologist and Associate Professor at the Institute of Education. Holly first became interested in language and literacy while teaching English abroad and now works to expose the myths and preconceptions we have around reading.

“It’s a common myth that using coloured overlays and specialist fonts can make reading more accessible to those with dyslexia. I talk a lot about the importance of reading comprehension on the MA Education, and about the benefits of bilingualism. I also cover myth busting about what works for dyslexia when teaching on the MA Education and the BA Children’s Development and Learning. My aim is that the current generation of teachers and teaching assistants (TAs) will go back to their schools and spread these important messages on the ground.”

Holly’s work as a psychologist combined with her interest in language and literacy influence the research that she does today, looking at how children develop reading skills and why some children have difficulties, particularly in terms of autism, dyslexia and poor comprehension skills. More recently, she has worked with Dr Naomi Flynn, The Centre for Literacy and Multilingualism (CELM) and Bilingualism Matters at Reading to help English as an additional language (EAL) learners.

“Assumptions are often made about EAL pupils. My research looks to inform educators and best prepare them to balance the interests of both EAL and English as a first language speakers.”

Holly uses eye tracking methodology, which is at the core of what she does, to measure eye movements during reading. This shows how long someone is looking at text and which words they fixate on. From this information she can gauge how difficult they are finding particular words or phrases to understand and this can reveal why they are having difficulties with reading.

She regularly goes into schools to talk to teachers about reading difficulties. “It’s a very complicated picture out there. We have a lot of work to do on improving reading in the UK. There is an assumption everyone at secondary school can read but many get to secondary level and still have undiagnosed reading difficulties. This is why I want to focus on better education from the very beginning. My intention is to promote awareness on a national level and then go global with our message.”

“Using eye tracking methodology to measure eye movements during reading shows us how long someone is looking at text and which words they fixate on.”
Simon Floodgate, Lecturer on the BA Education Studies degree and Lead for PGCE Secondary Drama is involved in a Teaching and Learning Group within the Institute of Education that focuses on the wellbeing of students and staff.

Simon has always been interested in students’ mental health issues and emotional literacy. He brought about the Stories of Our Studies project with funding from the University to address these issues.

As a director of the School of Playback Theatre UK (SPTUK), Simon identified playback theatre as an effective way to bring students together face to face. He also teaches this method on PGCE Secondary Drama, as well as within an undergraduate module – Theatre for Social Change.

Simon formed a team of Education Studies and Film, Theatre and Television students to listen and re-enact, stories from audiences made up of their peers. This gives voice to student experiences within a safe environment.

“I wanted to bring students together in person, not over social media and get them interacting in a meaningful way. Even if attendees don’t have their story acted out by the main team, the sessions are designed in a way that enable everybody in the audience to tell their story to someone in the room.”

Simon continued: “Sometimes things can be difficult to verbalise and my job is to make this as easy as possible. My playback theatre team, being formed of students from the University, helps those who attend feel reassured by their peers.”

In the future Simon would like to make Stories of Our Studies into a reflective practice-based module so that students not only feel empowered to share their stories but are able to think about the specific things that either cause them stress or create success, and come up with an action plan for addressing them going forward.

“I wanted to bring students together in person, not over social media and get them interacting in a meaningful way.”

Simon Floodgate
Since 1982, Professor Helen Bilton, Professor of Outdoor Learning has researched and campaigned on the importance of learning outdoors. She trained as a nursery school teacher and was completely blown away by her first lecture: Jackie Brunner discussing the garden in the nursery school.

Helen has brought a wealth of experience from working as a teacher into training future teachers and now as Programme Director for the MA Education. She has written extensively on outdoor learning and her first book Outdoor Learning in the Early Years, Management and Innovation was the first complete text on the subject since 1936.

“The importance of nature and the informality of teaching children outside resonated with me on a basic human level. Being able to embrace the outdoors and use it effectively as a source of inspiration and development is an incredible skill that we should all have.”

Helen’s passion and enthusiasm for her subject is highly infectious. Outdoor play has taken her to countries where the benefits of learning outside are only just starting to be recognised.

“There are so many different benefits to be had from using the outdoors; for example, health in terms of light, fresh air and exercise. Cognitively there is so much to learn about in terms of nature and the environment. When outside, children behave differently and are more competent socially and emotionally. They have more of a can-do approach, so children are successful, academically, emotionally and physically.”

Helen continues to campaign and educate on outdoor learning and is keen to look further into the health benefits for children, looking at current practice in countries such as Canada.

"Being able to embrace the outdoors and use it effectively as a source of inspiration and development is an incredible skill.”
BEATING A PATH BACK TO JORDAN

Lana Abukhader was passionate about doing a Master’s Degree in Music Education after working with early years children in Jordan.

“Music isn’t really a celebrated discipline in Jordan and I would not have had the resources to delve into the broader impact of music education if I hadn’t studied abroad.”

She continued: “I wanted to learn everything I could at the University of Reading to utilise that knowledge and make a real impact on music and education policy in my home country, Jordan. The connections I made in industry as well were invaluable.”

Lana’s ambition to bring music education to Jordan resulted in her winning the Chevening Scholarship which is a global competition. She was one out of 21 individuals chosen from 1,600 people to receive this and decided University of Reading was the place for her to study for her masters.

For her dissertation Lana went back to Jordan to undertake an intervention study, teaching early years teachers, none of whom were trained musicians, how to teach classroom music through singing and musical games. During her research, she observed the teachers, interviewed them and allowed them the opportunity to reflect on their practice.

“It became clear that non-music specialists can successfully teach music with appropriate training. This gave me confidence that I could actively implement such teachings in Jordan on a wider scale.”

Since finishing her studies Lana is now back in Jordan working as a science teacher. She conducts a choir twice a week and works as a curriculum consultant and hopes to create a complete Arabic curriculum for early years schooling, one in which music has a firm place.

“I wanted to learn everything I could at the University of Reading to utilise that knowledge and make a real impact on music and education policy in my home country.”
A HUB OF LEARNING

Our historic London Road campus has undergone a £30 million renovation and provides exceptional teacher-training facilities. We have created custom-built spaces for the teaching of specialist subjects including science labs, studios for drama, music, art and workshops for design technology.

The Learning Hub is a resource base housing an incredible collection of teaching and research resources. It is home to a wide range of materials that aid teaching and lesson planning, including a substantial collection of children's literature, teaching schemes, reading schemes, big books, puppets and posters.

LEARNING TO TEACH

Our Initial Teacher Education programmes are all planned and delivered in collaboration with partners in schools, settings and the community.

At the heart of our model is the drive to produce outstanding teachers who have significant positive impact on the pupils they teach in schools. We aim to develop our Reading Partnership Teachers into practical, resilient and reflective professionals.

We work with over 400 schools in our partnership within nine local authorities and train around 400 teachers a year through early years, primary and secondary Initial Teacher Education programmes. This provides the schools in the region with a pool of talented newly qualified teachers (NQTs) each year.

For both primary and secondary programmes we integrate high-quality school placements with university-based study. This supports Reading Partnership Teachers who are training with us as they make the transition to professional life as a teacher, laying the foundations for a career based on engagement with educational innovation and research.

You should teach if you have a passion for making a difference and shaping the lives of children. When you explain something to a child and their eyes light up when they understand, it’s an amazing feeling.

Harriet Bennett, Primary School Direct
The quality of our research was recognised in the latest Research Excellence Framework (2014), the system for assessing the quality of research in UK higher education institutions, which placed the Institute of Education in the top quartile of Education departments in the UK.

Over 80% of our research publications were rated as world leading or internationally excellent. The impact of our research on educational policy and practice in first and second language education was judged to be world leading.

In March 2019, the Institute of Education (IoE) organised an Education Research Showcase event at Westminster. The objective was to create a platform where IoE research staff were able to present their research directly to those whose role is to support policy makers.

This included representatives of the Department for Education, the All-Party Parliamentary Group for Education and the Education Select Committee, and was hosted by Matt Rodda, MP for Reading East.

The impact of our research is also far reaching, and supporting the work of others in countries like Malaysia, China, New Zealand and the Middle East to name a few.

For more information visit: research.reading.ac.uk/education
UNDERGRADUATE

The Institute of Education offers several undergraduate courses, those with Qualified Teacher Status (QTS) as an outcome, and those for people with an interest in education, but who do not wish to follow a traditional teaching route.

BA PRIMARY EDUCATION (QTS)

Our BA Primary Education courses blend academic and practical learning through a combination of school placements and university-based sessions. You will investigate the changing role of the classroom teacher, the intellectual, emotional and social development of children and the context of the school. Interactive and discussion-based techniques will encourage you to engage, reflect and challenge.

These courses lead to Qualified Teacher Status (QTS) and help you to develop the skills and knowledge you need to teach across the different primary age ranges.

You have the option to undertake a general pathway or specialise. Specialising allows you to study a subject in more depth and gives you the potential to become the subject lead in your primary school in the future, enabling career progression.

- BA Primary Education (QTS)
- BA Primary Education with Art Specialism (QTS)
- BA Primary Education with English Specialism (QTS)
- BA Primary Education with Mathematics Specialism (QTS)
- BA Primary Education with Music Specialism (QTS)

BA CHILDREN’S DEVELOPMENT AND LEARNING

This course is a work-based route to a broad degree in education that enables students to progress to teacher training (such as EYTS or QTS). The majority of your assignments will be based around the tasks you complete as part of your job, enabling you to apply your skills directly to the workplace.

This course enables you to top-up your Foundation Degree in Children’s Development and Learning (or equivalent), to a full BA.

BA EDUCATION STUDIES

This course balances theory with practice to ensure you receive a well-rounded education with a strong focus on inclusion, drawing from the experience of our leading researchers.

You will be able to explore issues of diversity, social justice and disability. The choice of optional modules will give you a degree tailored to your academic and professional interests and enable you to use a range of creative strategies to support all learners.

This course is an ideal stepping stone to a range of education related careers such as teaching, becoming an Education Officer in a theatre, art gallery, historic house or museum; working in education administration or policy; or as a trainer, mentor or in disability support.

FOUNDATION DEGREE IN CHILDREN’S DEVELOPMENT AND LEARNING

If you already work within a related early years (birth-5 years) or educational (4-11 years) setting for at least 2.5 days a week and wish to develop professionally, this is the perfect course for you. Run in collaboration with local colleges, you will study whilst remaining in employment.

College attendance is required for one afternoon and evening per week. You will cover subject areas such as theories of development and learning, the child in society, effective communication, learning spaces, and professionalism in the children’s workforce.

Visit reading.ac.uk/education for more information.
POSTGRADUATE INITIAL TEACHER EDUCATION (ITE)

To complete a PGCE you will need to decide in which age group you would like to specialise. At the Institute of Education, we offer PGCE qualifications in early years, primary and secondary teaching, as well as the Pg Cert in Early Years Practice.

PG CERT EARLY YEARS PRACTICE

This course will give you the range of skills, experience and knowledge you need to become a specialist in early childhood development. You will train to teach across the birth-to-five age range, leading to 60 master’s credits and Early Years Teacher Status (EYTS).

There are two pathways into Early Years teacher training available from the Institute of Education:

Graduate Entry Pathway  
Designed for new graduates with little to no experience of working with young children.

Graduate Entry Employment Based Pathway  
This pathway is designed for graduates who are currently employed in the sector but require further training and experience to demonstrate the Teachers’ Standards (Early Years).

SCHOOL DIRECT

This is a one-year full-time route into teaching offered in partnership with local schools. All School Direct programmes lead to Qualified Teacher Status (QTS) - allowing you to teach either primary or secondary age groups in England and Wales.

As a School Direct trainee you can choose whether to opt into studying for a PGCE or follow the QTS-only option.

The Primary School Direct route prepares you to teach in all primary and early years schools and settings. Most of your time will be spent in your training school with a placement of six weeks in a contrasting second school. You can also choose to train or carry out a school placement in a special school.

PGCE PRIMARY

All the Primary PGCE courses lead to Qualified Teacher Status (QTS). Learning takes place through a series of lectures, practical seminars and workshops, where interactive and discussion-based techniques will encourage you to engage, reflect and challenge. You will also gain a substantial amount of school-based experience. Graduates can teach across the primary age ranges. The course enables you to specialise through specialist pathways, should you wish.

- PGCE Primary Education
- PGCE Primary with Special Educational Needs
- PGCE Primary with Early Years (3-7)
- PGCE Primary with Mathematics Specialism

PGCE SECONDARY

All the Secondary PGCE courses lead to Qualified Teacher Status (QTS). You will be taught by a diverse and incredibly experienced community of academics, and benefit from the breadth of their expertise and understanding of educating and influencing policy.

We offer training in a wide range of curriculum subjects, covering the 11-18 age range.

**PGCE Secondary Education subjects:**

- Art and Design
- Biology
- Chemistry
- Computer Science
- Design and Technology
- Drama
- English
- History
- Mathematics
- French
- Geography
- German
- Spanish
- Music
- Physical Education
- Physics
- Physics with Mathematics
- Religious Education

These subjects are also offered by our School Direct partner schools.

Visit reading.ac.uk/education for more information.
POSTGRADUATE TAUGHT

Tailor your studies to suit your interests at one of the country's leading providers of educational training, and benefit from our local knowledge and global reach.

MA EDUCATION

We are experts in developing education and leadership skills, and our flexible master’s courses are ideal for educational practitioners looking to enhance their skills, share knowledge and develop professionally.

You can study our master’s courses on a full-time or part-time basis, and modules can be taken singularly or as part of an award-bearing course.

We offer a wide range of high quality modules to meet the needs of busy professionals, including a module designed specifically to support our overseas students and help them to settle into the academic and the cultural life of the University.

- MA Education
- MA Education (Early Years)
- MA Education (English Language Teaching)
- MA Education (Inclusive Education)
- MA Education (Leadership and Management)
- MA Education (Music Education)

PG CERT SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO)

Deepen your understanding of teaching and learning for all pupils. The Pg Cert SENCO is a required qualification for all new Special Educational Needs Coordinators within three years of their appointment.

You will reflect on, examine and explore the ways to meet an individual’s needs through the appropriate educational provision.

PG CERT REFLECTIVE PRACTICE

Enhance your understanding of education and teaching through master’s-level study. Suitable for both primary and secondary school teachers, the Pg Cert Reflective Practice course is designed for those who have either gained Qualified Teacher Status (QTS) already, or who are working towards the qualification.

POSTGRADUATE RESEARCH

PhD EDUCATION

Our PhD typically takes three years of full-time study or four to five years on a part-time basis.

Both full-time and part-time variants are available for study in Reading, as well as PhD by Distance. PhD by Distance students spend the majority of their time at another site and normally have a supervisor/mentor at their local site. There must be an academic rationale for this status to be granted and the University assesses each application on an individual basis.

We also offer our PhD Plus programme, which is designed to meet the specific needs of overseas lecturers who want to study for a PhD while learning about higher education in the UK and improving their teaching skills.

DOCTORATE IN EDUCATION (EdD)

The Doctorate in Education (EdD) is a part-time programme designed to offer high quality research training and career development for professionals employed in a broad range of areas related to education.

The programme aims to enable students to critically reflect on their professional contexts as well as explore and understand the research and values that inform practice.

The EdD is formed of two parts:

- Part A: five compulsory modules. These modules are taught over three weekends per year in the first two years.
- Part B: an independent, supervised research study on an approved topic of approximately 50,000 words.

Visit reading.ac.uk/education for more information.
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Modules disclaimer
Sample modules are provided as a taster of some of the modules that may be available on this course. The sample modules listed may be compulsory (core) or optional modules. Information is correct at the time of going to press (July 2019) but the University cannot guarantee that a module appearing in this list will definitely run.

For optional modules, the University cannot guarantee that all optional modules will be available to all students who may wish to take them, although the University will try to ensure that students are able to take optional modules in which they have expressed interest at the appropriate time during their course. Optional modules vary from year to year and entry to them will be at the discretion of the Programme Director.

Some modules are available on more than one course; if you see a sample module under one course and want to know if it is available on another course, contact the relevant department.

Disclaimer
This brochure was issued in 2019 and is aimed at prospective students wishing to apply for a place at the University of Reading (the University) and start a course in autumn 2020. The brochure describes in outline the courses and services offered by the School of Law at the University. The University makes every effort to ensure that the information provided in the brochure is accurate and up-to-date at the time of going to press (July 2019). However, it may be necessary for the University to make some changes to the information presented in the brochure following publication – for example, where it is necessary to reflect changes in practice or theory in an academic subject as a result of emerging research; or if an accrediting body requires certain course content to be added or removed. To make an informed and up-to-date decision, we recommend that you check www.reading.ac.uk/Ready-to-Study.aspx for up-to-date information.

The University undertakes to take all reasonable steps to provide the services (including the courses) described in this brochure. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the University interfere with its ability to provide the services, the University undertakes to use all reasonable steps to minimise any disruption to the services.

Year abroad and placement fees
Some courses include an optional or compulsory year abroad or placement year. During this year you will only pay a partial fee which is currently set at 15% of the normal tuition fee. Check the website for the latest information: www.reading.ac.uk/fee-discount-18