University of Reading

PROTOCOLS FOR PROGRAMMES COMPRISING A FOUNDATION YEAR (YEAR 0)

General Principles

1. The information below gives an overview of the protocols for Programmes 'with Foundation Year', specifically the operation of Year 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 Year 0 provision ISLI will assume a horizontal coordinating role for any issue that affect 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 Year 0 provision and students enrolled on their programmes.

3. Any queries should be addressed to the University Director of Foundation Studies, Philippa Cranwell, p.b.cranwell@reading.ac.uk,

Governance Structure

4. In order to ensure a coordinated approach to Year 0 Provision and a consistent student experience, a Foundation Year Coordination Committee (Coordination Committee hereafter) will act in place of Boards of Studies (BoS) in Parent Schools, for issues relating to the Year 0 cohort overall (for example the module portfolio). Programme related issues will be considered in the BoS in the Parent School.

5. Each programme with a Foundation Year will have an Academic Programme Lead, who will represent the programme at the Coordination Committee.

6. The Coordination Committee will be chaired by the Director of Foundation Studies.

7. Minutes of the Coordinating committee will be received by undergraduate Boards of Studies in the Parent Schools.

8. The Coordination Committee reports to the ISLI School Board for Teaching, Learning and Student Experience (SBTLSE). More information about School Boards for Teaching, Learning and Student Experience, including their Terms of Reference, is available in Section 2 of the University of Reading's "Guide to Policies and Procedures for Teaching and Learning": www.reading.ac.uk/cqsd-PoliciesandProcedures.aspx

Adding Programmes to the 'with Foundation Year' portfolio

9. 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

10. In advance of a proposal being made to the University Programmes Board UPB, the Director of Foundation Studies must be consulted. The Director of Foundation Studies will advise on whether the proposal fits with the delivery model and will provide help and guidance on the best way to proceed.

11. Form A is initiated by the Parent School and requires sign off by both the SBTLSE of the Parent School and by ISLI's SBTLSE as the coordinating school. The proposal will then be subject to a scrutiny panel set up by the Centre for Quality Support and Development (CQSD).

12. Once approved, the Director of Foundation Studies 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 Programmes Specifications affecting Year 0

13. Amendments to a Programme 'with Foundation Year' affecting Year 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

14. In advance of a proposal for change being made to the University Programmes Board UPB, including withdrawing a module, the Director of Foundation Studies must be consulted.

15. Where the change affects individual programmes, Form Bs are initiated by the Parent School and require sign off by both the SBTLSE of the Parent School and by ISLI's SBTLSE 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. Where the change affects the whole of foundation provision, responsibilities rest with the Director of Foundation Studies.

16. It is the 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 'with Foundation Year' variant. The School must discuss amendments with Admissions to ensure new contracts are issued to in-coming students.

Programmes with Foundation Year - Structure at Year 0

17. 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.

18. 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.

19. The structure approved by UPB is detailed in point 20 and it is made up of one 20 credits module common to all foundation students focusing on generic academic skills (convened by ISLI and complemented by School delivered tutorials), one 20 credits module that focuses on discipline specific skills (provided by the Parent School), and two 40 credit modules to support progression onto the chosen programme, as determined by the programme specification.

20.

Reading Foundation Academic Skills (20 credits)	Discipline-focused Academic Skills (20 credits)	Subject module (Compulsory; 40 credits)	Subject module (Compulsory or optional; 40 credits)
Reading Foundation in Academic Skills Blended learning complemented by School delivered tutorials OR Academic skills for international students	Existing modules o Health/Pharmacy o Maths for Sciences o Maths for Finance, Economic s and Business New modules might include: o Skills for Social Sciences o Persuasive writing o Skills for Education o Academic English for International l students (if required, co-curricular or pre-sessional)	Existing modules o Biology o Chemistry o Environment, Ecology and Sustainability New modules might include: o History/Classics o Languages and Literature o Education o Politics o Psychology A o Maths o Computer Science	Existing module o Biology o Chemistry o Environment, Ecology and Sustainability New modules might include: o History/Classics o Languages and Literature o Education o Politics o Psychology B o Maths o Computer Science

21. The Director of Foundation Studies 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.

22. 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.

Amendments to Year 0 modules servicing Programmes 'with Foundation Year'

23. Modules servicing the Programmes 'with Foundation Year' are owned by the School that is providing the module.

24. As Year 0 modules may service more than one Programme 'with Foundation Year' as well as other Foundation provision, the Director of Foundation studies must be included in consultations before any changes are implemented.

25. Amendments to modules will then be approved following the standard University processes within the owning School.

Monitoring and review

26. The Foundation Programmes are all subject to internal review through the Periodic Review process under the Parent School, as applicable.

27. Responsibility for any external accreditation lies with the parent School.

28. The Foundation Year provision within Programmes with Foundation Year will also be subject to Periodic Review within ISLI. This is to ensure that there is an overall review of the Foundation Year.

29. A discussion of Year 0 in Programmes with Foundation Year should be included in Schools' Programme Reflections, during termly Board of Studies meetings and feed in to the School

Teaching Enhancement Action Plan.. If required, the University Director for Foundation Studies will contribute.

30. The School Teaching Enhancement Action Plan, 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 **School Teaching Enhancement Action Plan** process within ISLI.

Recruitment and Admissions

31. Representation of Programmes with Foundation Year at Open Days is the responsibility of the parent School. Where possible, the Director of Foundation Studies (or a representative) will also be available on Open Days to answer questions and provide appropriate support.

32. 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.

33. Any marketing material generated for Programmes with Foundation Year can be developed within the School but must be approved by the Director of Foundation Studies before it can be deployed. This is to avoid conflicting messages and incorrect information being disseminated.

34. Welcome Week activities are aligned to the School's needs. Usually, there will also be a general welcome for Part 0 students enrolled upon Programmes with Foundation Year from the Director of Foundation Studies. There should also be School organised activities for Year 0 students in Welcome Week. Students should meet their Academic Tutor in this week.

35. The target number of students for programmes with Foundation Year 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 Year 0 of Programmes with Foundation Year and will work with the Admissions Office and the Schools to ensure that, if possible, student recruitment targets are met.

36. All amendments to entry requirements must be in accordance with the Programme Amendments process detailed in the Programme Lifecyle Policies, which can be found at: www.reading.ac.uk/web/files/qualitysupport/Programme-Lifecycle-Policies.pdf

37. Consultation and approval for changes to admissions follow the same process as any other amendment to Programmes with Foundation Year that affect the Year 0.

Administrative arrangements

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

39. 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.

40. ISLI administrative support, will be responsible for cohort administration, including:

    a. supporting the Director of Foundation Year, including servicing the Coordination Committee 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 Foundation Year Exam Board,

e.   acting as programme administrator for the Reading Foundation in academic skills module.

Student matters

Academic Tutoring and Wellbeing

41.   Students are assigned Academic Tutors within the Parent School and 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

42.   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 Year 0.

43.   The School Director of Academic Tutoring (SDAT), or Departmental Director of Academic Tutoring (DDAT), where applicable, will advise these students as necessary.

44.   Discussion with academic or support centre staff of any Extenuating Circumstances, or well-being issues, will be within the School in which the student is enrolled.

45.   Foundation students are able to access the central services available to any other University of Reading student.

Attendance and engagement

46.   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.

47.   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. 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.

48.   Academic non-engagement procedures are undertaken and arranged by the School in which the student is enrolled 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_fitnesstostudy.pdf

Academic misconduct

49.   Any 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 must be informed.

50.   Where the School responsible for the module is not the School responsible for the student's programme, the School Director of Teaching and Learning (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 School Director of Teaching and Learning responsible for the student's programme.

51. Any academic misconduct that affects the student at a programme level is dealt with by the SDTL (or Department DTL, were appropriate) in the School where the student is registered. The student's Academic Tutor must be informed.

52. The University's standard procedures on academic misconduct apply. These are 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

53. 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.

54. All module and programme feedback will be made available to the Director for Foundation Studies.

55. A Year 0 student representative from each Programme with Foundation Year will be invited to attend a Foundation Year Staff-Student Partnership Group (SSP Group) organised by ISLI and Chaired by the Director for Foundation Studies.

56. Year 0 student representatives will be invited to attend the Student-Staff Partnership Group (SSP Group) for their Programme within the Parent School. The Director for Foundation Studies must be informed of any Year 0 issues.

57. A summary of comments will be presented by the Director of Foundation Year to the Coordination Committee and ISLI's SBTLSE, a copy will be provided to SBTLSE in the Parent Schools.

Assessment

Design, marking and moderation

58. Assessment for Year 0 is produced by the School in which the module that requires the examination is based.

59. All modules must have an associated External Examiner. Where modules both service the International Foundation Programme (IFP) and Programmes with Foundation Year, 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. The IFP will assist Schools in the search for external examiners if required.

60. 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.

61. 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)

62. Moderation processes are the responsibility of the module owning School, supported by the appropriate Student Support Centre.

Examiners' Meeting and Progression Boards

63. To ensure consistency across all Programmes with Foundation Year, the Year 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

64. Year 0 of Programmes with Foundation Year will also have a separate unified University Progression Board to ensure consistency across all programmes.

Completion of Foundation Year and Progression to part 1

65. Progression rules are pre-agreed for all programmes and normally it is not possible to vary progression rules within the academic cycle.

66. All amendments to progression rules must follow the process outlined in Amendments to Programmes Specifications affecting Year 0 in this document.

67. 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).

68. 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.

69. 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.

70. If a student has successfully passed the Foundation Year but wishes to transfer to Part 1 of another programme that does not have a 'with Foundation Year' variant, they must apply for re-entry and will be considered on a case-by-case basis by the relevant Admissions Tutors.

71. 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 Foundation Year for which they do meet progression criteria.

72. Students that have failed to pass the Foundation Year are not usually eligible for re-entry into the University of Reading.

Externally Accredited Programmes with Foundation Year

73. It is recognised that programmes with Foundation year 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:

Version	Author/ Editor	Date	NOTES
1	Philippa Cranwell & Daniela Standen	8 January 2020	Approved by UBTLSE
2	Philippa Cranwell	12 August 2020	
3	n/a	3 November 2020	Approved by UBTLSE
4		18 January 2021	Revisions to progression requirements approved by UBTLSE June 2020