

University guidelines on undergraduate programme specifications

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General Notes on Undergraduate Programme Specifications

Introduction

1. These notes on writing programme specifications were approved by the University Board for Teaching and Learning (UBTL) at its meeting on 26 February 2009. They were amended in March 2011 and January 2013 to reflect procedural changes which had been approved by UBTL.
2. They have been informed by the QAA Guidelines for preparing programme specifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/guidelines06.pdf> which were last revised in 2006. They should be considered alongside the Guidelines on the design of undergraduate and taught postgraduate programmes (<http://www.reading.ac.uk/web/FILES/qualitysupport/programmedesign.pdf>) and the following documents:
 - Guidelines on producing Undergraduate Programme Specifications
 - Programme Specification template
 - University Guidelines on Module Descriptions
 - Module Description Template

Terminology

3. In view of national trends, and because of the long-standing ambiguity of the word ‘course’, the University Board for Teaching and Learning has decided that the overall ‘package’ taken by a student (e.g. BA History, BSc Mathematics) should be referred to as a ‘programme’, and that in line with the QAA Guidelines, the description of a programme should be referred to as a ‘programme specification’ rather than ‘course profile’. Also, annual parts of a programme should be referred to using Arabic numerals rather than roman.

The Programme Specification and its purposes

4. The Programme Specification is intended to provide a standard format for describing the University's degree programmes, in line with QAA Guidelines. All taught programmes at the University are expected to have an associated programme specification.
5. The QAA makes the following statements with reference to Programme Specifications:

‘A programme specification is a concise description of the intended learning outcomes of an HE programme, and the means by which the outcomes are achieved and demonstrated’

‘a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programmes as a whole and which, in general, are typically in HE more than the sum of the parts.’

‘a programme specification may be used to explain the aims and intended learning outcomes of a programme, demonstrate which reference points have been used to inform the design of the programme and its aims and intended learning outcomes, and how the programme team engaged with the FHEQ, subject benchmark statements, and the Code of practice for the assurance of academic quality and standards in higher education.’

The development of a programme specification by the programme team may offer an opportunity for an institution to link quality enhancement to quality assurance through deliberative consideration of the curriculum. In such cases the programme specification may provide evidence of the deliberative process through which the programme aims and intended learning outcomes were determined, how the curriculum enables the intended learning outcomes to be achieved, and how assessments test the student's achievement of the intended learning outcomes.

An institution will normally use its programme specification to communicate information about the programmes it offers to students (prospective and current), as well as to staff, external examiners, employers and others.'

Publication of Programme Specifications

6. Historically, syllabuses were published in the University Calendar until the 2002-03 academic year.
7. Some time ago, the Senate decided that the syllabus entries in the Calendar should be replaced by a system of web-based documents, which could be made more readily available to current and potential students, as well as to staff and other interested parties such as the QAA. The master copy of a programme specification is now therefore held as a document on the web, linked from the prospectus and linked to the modules making up the programme.
8. All taught degree programmes should comprise a set of modules, which are of a standard size and are coherently distributed across period of study. These modules are credit-weighted, with one credit being equivalent to 10 hours of student effort in relation to teaching, self-study and assessment across the academic year. In addition, each module within a programme should be located at a Level appropriate to its intended learning outcomes.
9. All programmes must also meet the overall minimum credits and the minimum credits at the level of award for each qualification as set out in the UCQF.
10. Programme Specifications are now stored in a central database which can be accessed through the web at <http://www.reading.ac.uk/progspecs>.

The Programme Specification - General points

11. A Programme Specification template for undergraduate programmes has been drawn up to meet the objectives stated above. Every undergraduate degree programme needs to have a specification to itself, whether it is a single subject or combined subject degree. (Please see Paragraph 19 for guidance on whether a separate programme specification might be required for programmes involving a year-long placement opportunity which counts towards classification). Schools may wish to take the opportunity to consult their external examiners about the detail of their programme design. It is also recommended that Schools seek the views of their students on their draft programme specifications through the aegis of Boards of Studies or Student-Staff Liaison Committees.
12. The first part of the specification down to 'Programme outcomes' is intended to cover the material which will be of most interest to current students and potential applicants. The inclusion in this first part of a summary of the programme aims and of the teaching and assessment is deliberate. It is intended to allow the first part to stand alone where the greater detail of the full document is not required and to allow the early sections to be helpful to those whom the detail expected by the QAA would be likely to overpower, if the detail of outcomes were presented too early (e.g. for potential applicants).
13. Programme specifications may remain valid until revoked or until the next periodic review, whichever is the sooner. Either form of programme scrutiny should be acceptable, but it will be for each Faculty Board for Teaching and Learning to take a view.

14. A programme should be the responsibility of one single Board of Studies only. In the case of combined subject degrees, the responsibility for oversight could be exercised by a small Board of Studies consisting of the co-ordinators from each department involved.
15. In the Henley Business School, programme-specific operational quality control and assurance mechanisms are the responsibility of Programme Committees, which carry out the same functions as Boards of Studies elsewhere in the University including the production of Annual Programme Reports. There are also Boards of Studies for the broad programme areas of Undergraduate, Pre-Experience Postgraduate, Post-Experience Postgraduate and Postgraduate Research Programmes in the Henley Business School. The relevant Board of Studies take a strategic oversight of the portfolio of programmes in that area and the name of the relevant Board of Studies should be included on the programme specification. Further information on the Quality Assurance structure in the Henley Business School is provided in Quality management and enhancement processes at the University of Reading <http://www.reading.ac.uk/web/FILES/qualitysupport/qualityoverview.pdf>
16. Programme specifications should include the name of the Programme Director and of any Programme Adviser where a programme adviser exists as a separate role. There should be only one programme director; the responsibility cannot be shared between two people. The role of programme director can of course rotate between the members of the Board of Studies if that is desirable.
17. A single Board of Studies can oversee several related programmes.
18. The University Board for Teaching and Learning has decided that:
 - For programme specifications for cohorts entering from 2013-14 onwards, there will be **three new sections** in the programme specification template, as follows:
 - Career learning – this will be a free text section in which Schools should explain how career learning is embedded within programmes and identify those modules with a career learning component;
 - Opportunities for study abroad; and
 - Placement Opportunities.

N.B. The existing paragraph on *Opportunities for study abroad or for placements* has been split into two separate paragraphs, with the new sections ‘Opportunities for study abroad’ and ‘Placement Opportunities’. The existing text will appear in duplicate in both new fields so that it can be edited, as appropriate, by staff.
 - Progression rules between Parts 2 and 3 for cohorts entering programmes at Part 1 from October 2012 onwards are as follows:

“To gain a threshold performance at Part 2, a student shall normally be required to achieve:

 - a weighted average of 40% over 120 credits taken at Part 2;
 - marks of at least 40% in individual modules amounting to not less than 80 credits;
 - marks of at least 30% in individual modules amounting to not less than 120 credits.

In order to progress from Part 2 to Part 3, student must achieve a threshold performance [AND programme-specific rules if applicable].”
 - UBTL has agreed that with effect for cohorts entering Part 1 from 2012-13 onwards:
 - Integrated Masters programmes normally require students to achieve an overall weighted average of 50% for progression from Part 2 to Part 3. Any variation on the requirement to achieve an overall weighted average of 50% must be approved by UBTL.

A requirement to achieve an overall average greater than 50% would normally only be permitted where stipulated by an accrediting body.

- Integrated Masters programmes require students to achieve an overall weighted average of 40% for progression from Part 3 to Part 4. Any requirement to achieve a higher overall weighted average, such as a higher overall average or module-specific criteria, will only be permitted where stipulated by an accrediting body and must be approved by UBTL;
- All Integrated Masters programmes must have an established 'exit route' at Part 3, either through the award of the equivalent Bachelor's degree (where the syllabuses are aligned), or through the award of a specific 'exit' degree. The Bachelor's degree award should be based on the student's marks for Parts 2 and 3 only.
- Integrated Masters students who re-sit at Part 2 or Part 3 have their marks capped for classification purposes in accordance with University regulations. Students should only be restricted to a Pass degree if they re-sit following failure at Part 4.

Placements

19. All undergraduate programmes must have a placement opportunity (PO) available to students entering the programme from 2011-12 onwards, being either a work or academic placement, which might take one of three forms:
- Micro—embedded within a module
 - Mini—constituting an entire module. Mini placements will normally have a mark (i.e. not pass/fail)
 - Maxi—comprising a year. There are two types of Maxi placement – those which contribute to classification (i.e. involve the award of a mark) and those which do not contribute (i.e. placement is Pass/Fail only). It will be necessary to produce a new programme specification for programmes including a placement which contributes towards classification.

Whilst programmes involving maxi placements which count towards classification require the creation of a separate programme specification, all other types of placements should be included in the current programme specification.¹

For advice about whether a separate programme specification is required, and to find out how to set up a separate programme specification, please contact the Quality Support Office or your Faculty Office in the first instance.

You may offer any one of the three placement options per course for the current academic year. Some Schools and Departments have already offered more than one type of placement opportunity and this flexible approach is very much encouraged.

We would like to ensure that all Schools and Departments are as accommodating in their placement provision, understanding that where a student may not be able to undertake the option of a maxi placement, for example, that extra and cross-curricular placements are fully encouraged and supported by working alongside the Placement Team within the Careers, Placement and Experience Centre.

Subject Benchmark Statements

20. The QAA have published Subject Benchmark Statements which can be found at the following link:

¹ Maxi placements which DO NOT contribute to classification are still given a separate course code in RISIS to account for fee differences, HESA data etc but this course code does **not** create a separate programme specification pathway. This is to avoid multiple duplications of programme specifications with maxi placement options.

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

21. Subject Benchmark Statements will need to be considered as part of the process of drawing up programme specifications. Schools are reminded to revisit and review the subject areas they list each year. The following statement from the QAA Guidelines may prove useful in this regard:
‘Subject benchmark statements provide a helpful starting point when designing a new programme or reviewing an existing programme. However, they are not the sole point of reference, particularly for programmes that do not coincide with the subject definitions used in preparing the benchmark statements.
Institutions should not simply transpose outcomes from benchmark statements into their programme specifications. Benchmark statements are not intended to be draft specifications. Rather, they should be used as a point of comparison, a stimulus to reflection, and a reference against which individual programme specifications may be justified.’
22. Schools are urged to heed the warning about not transposing outcomes from Benchmark Statements into programme specifications. However, it should also be noted that QAA Audit reviewers are highly likely to expect to see how Benchmark Statements have informed relevant programme specifications and will expect there to be a relationship.
23. Where an undergraduate programme is multi-disciplinary or inter-disciplinary, there may be no benchmark statement of direct relevance. In such cases, a number of statements can be used as a source of reference.

Help and advice on writing Programme Specifications

24. Help and advice on writing Programme Specifications is available from the Quality Support Office or your Faculty Office.

Guidelines on producing Undergraduate Programme Specifications

The numbered instructions below correspond to each item on the accompanying undergraduate programme specification template, as a guide to filling in each part correctly.

Programme specifications for cohorts beginning an undergraduate programme from 2008-09 onwards will be produced and updated via the RISISweb portal. Instructions for Schools/Departments on how to update programme specifications via the portal can be found under the 'Programme Management' section on the 'Useful links and further information' page on the Quality Support Office website (<http://www.reading.ac.uk/internal/qualitysupport/usefullinks/qual-links.asp>). Programme specifications relating to cohorts who began their programme prior to the 2008-09 academic year have been produced in Word format, using Times New Roman (or if this is unavailable, Times Roman), in 12 point size.

The master copies of all programme specifications are published in PDF format on the web at <http://www.info.reading.ac.uk/progspecs/>; Word/xml versions can be made available to academic Schools/Departments on request to the Faculty Office.

Once changes/uploads have been made on the RISIS portal, please use the report tool: this enables the uploader to view how the programme specification will appear as a Word document and it iron out any discrepancies before they are submitted for publishing.

Template Item Number	Template Item Title and Contents
1.	<p>Programme title</p> <p>The programme title at the head of the Specification is equivalent to the QAA's 'Final award' and 'Programme title'.</p>
2.	<p>UCAS Code</p> <p>The UCAS code for the programme should be given.</p>
3.	<p>Awarding and Teaching Institutions</p> <p>The QAA will expect to see the name of the Awarding Institution, and the Teaching Institution. For the great majority of Programme Specifications this will obviously be 'University of Reading' in both cases, except for the very few programmes where the University is not the body providing the teaching.</p>

4.	<p>Relevant QAA subject benchmarking group(s)</p> <p>The relevant QAA benchmarking group must be included. Schools are reminded to revisit and review the subject areas listed by the QAA each year at http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx</p>
5.	<p>Programme length</p> <p>The length of the programme is automatically programmed to appear on the programme specification.</p>
6.	<p>Programme Director /Adviser</p> <p>As previously mentioned, Programme Specifications must should include the name of the Programme Director and of any Programme Adviser where such exists as a separate role.</p>
7.	<p>Optional Placement Year</p> <p>Schools must notify RISIS of any programmes containing a non-contributing (i.e. pass/fail) optional placement year for this field to be automatically populated.</p>
8.	<p>Accreditation</p> <p>Details of accreditation by a professional/statutory body should be included where appropriate. Schools are reminded to ensure that this field is filled in appropriately and to indicate if accreditation is subject to students obtaining a particular level of achievement/passing certain modules.</p>
9.	<p>Summary of programme aims</p> <p>This section should provide a brief (up to 100 words) summary of the overall purpose and direction of learning in the programme and illustrate the over-arching concepts that it embraces. It is included here as the less intensive reader will not wish to work through the detail contained in section 20 below.</p> <p>The section on programme aims (and the section on learning outcomes) will require liaison between Schools in the case of combined and multi-disciplinary degrees.</p>
10.	<p>Transferable skills</p> <p>A summary of the degree specific transferable skills conferred in the programme is required. A standard statement relating to these generic skills is provided automatically through RISIS; Schools and Departments should use this statement, tailored to their own provision.</p> <p>Detailed information on all skills developed in a particular programme should be given in the Programme Outcomes section.</p>
11.	<p>Programme content</p> <p>The structure and content of each Part should be given in order, with a clear indication of which modules are compulsory and which are optional.</p>

Schools should ensure that the total credit weighting of modules listed under each Part corresponds to the minimum total credits to be undertaken at that Part.

- **Compulsory modules:** a module which **all** students registered for the degree programme **must** take – i.e. there is no choice (including no ‘either’ / ‘or’ option) involved.

A list of compulsory modules for each Part of a programme will be generated automatically by RISIS for programme specifications produced via the RISISweb portal.

- **Optional modules:** Any optional modules to be included in programme specifications must be added separately, with a clear distinction made between compulsory and optional modules. It is not thought necessary, in drawing up programme specifications, to list all possible modules in cases where the choice of optional modules is very wide, for example when an optional module can be chosen from the whole Faculty or university provision. Schools may also refer to a list of optional modules published elsewhere, for example in the Faculty Part 1 handbook. This will allow revisions to lists of options to be easily made.

Schools may wish to identify possibilities for their own programmes among the range of modules offered by Boards of Studies elsewhere in their Faculty, or, ideally, in the wider University.

Schools must include module details for the placement opportunity as instructed on the portal. Where year-long maxi placements which contribute to classification are available, schools must include the details in the *Year Abroad/Year Away/Additional Year* section, as instructed on the portal. For year-long maxi placements which do not contribute to classification (i.e. are pass/fail), a *Year Abroad/Year Away/Additional Year* section will not appear; Schools may enter module information about the non-contributing placement option under the Optional Module details for Part 2 and any further detail in the *Placement opportunities* section.

Module levels appearing on all 2008-09 programme specifications will normally be expressed in letters and module levels on programme specifications for 2009-10 onwards will normally be expressed in numbers.

12.

Progression requirements

The University’s standard rules for progression are described in the *University-wide Framework for the Classification and Progression of First Degrees*, which is available, depending on the year of entry, at <http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx>

The progression rules as stated in the programme specification should include, as appropriate, the University-wide rules relating to ‘threshold performance’ as follows:

Part 1

- ‘(i) Obtain an overall average of 40% over 120 credits taken in Part 1, where all the credits are at level 4 or above; and
- (ii) Obtain a mark of at least 30% in individual modules amounting to not less than 100 credits take in Part 1.’

(Where Part 1 of a programme includes more than 20 credits below level 4, the progression requirements should be explained with reference to the *Framework for the Classification*

and Progression of First Degrees, section 8.1.2.)

N.B. In formulating the programme-specific element of any rules, Schools should refer to the standard formulations at the foot of this section.

Part 2 – [the following text is a standard paragraph on all programme specifications for cohorts entering from October 2012 onwards; please ensure any additional information added does not contradict this information and refers to programme specific requirements only]

To gain a threshold performance at Part 2, a student shall normally be required to:

- ‘(i) obtain a weighted average of 40% over 120 credits taken at Part 2;
- (ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and
- (iii) marks of at least 30% in individual modules amounting to not less than 120 credits.

In order to progress from Part 2 to Part 3, a student must achieve a threshold performance [AND.... state programme-specific rules here if applicable].’

Year Abroad/Year Away/Additional Year

Where a programme includes a maxi placement which is marked on a pass/fail basis the following standard paragraph will appear:

“Students are required to pass the professional/placement year in order to progress on the programme which incorporates the professional/placement year. Students who fail the professional/placement year transfer to the non-placement year version of the programme.”

Where Schools have been permitted to retain programme-specific progression requirements, they should supplement the standard text with any programme-specific rules by using, as far as possible, the standard formulations as follows. (In some programmes, particularly Joints, these formulations may need to be combined):

- (a) ‘Obtain marks of at least [nn]% in each of modules’

For example:

Obtain marks of at least 40% in each of *Module A, Module B and Module C*

Obtain a mark of at least 40% in either *Module A OR Module B OR Module C*

Obtain marks of at least 40% in at least [nn] credits from *Module A, Module B, Module C*

- (b) ‘Obtain a weighted average of at least [nn]% over modules’

For example:

Obtain a weighted average of at least 40% over *Module A, Module B, and Module C.*

	<p>Obtain a weighted average of at least 40% over the modules [<i>Module A</i> and <i>Module B</i>] OR [<i>Module C</i> and <i>Module D</i>]</p> <p>Schools should note the revised regulations in respect of Integrated Masters programmes included under paragraph 18 of the Guidelines above.</p>														
13.	<p>Assessment and Classification</p> <p>Schools will be guided to include the following explanation of the University's honours classification and will have the opportunity to select the description of classification which applies to their programme.</p> <p>The University's honours classification scheme is:</p> <table data-bbox="438 638 1061 896"> <thead> <tr> <th><u>Mark</u></th> <th><u>Interpretation</u></th> </tr> </thead> <tbody> <tr> <td>70% - 100%</td> <td>First class</td> </tr> <tr> <td>60% - 69%</td> <td>Upper Second class</td> </tr> <tr> <td>50% - 59%</td> <td>Lower Second class</td> </tr> <tr> <td>40% - 49%</td> <td>Third class</td> </tr> <tr> <td>35% - 39%</td> <td>Below Honours Standard</td> </tr> <tr> <td>0% - 34%</td> <td>Fail</td> </tr> </tbody> </table> <p>For the University-wide framework for classification, which includes details of the classification method, please see: http://www.reading.ac.uk/internal/exams/Policies/extra-class.aspx</p> <p>The weighting of the Parts/Years in the calculation of the degree classification is <u>[see list below—please amend as appropriate in the case of a programme-specific variant which has been approved by the University Board for Teaching and Learning. (In such cases, please also confirm the variant with the Examinations Office.)]</u>:</p> <p><u>[Weighting]</u></p> <p><u>[Please specify any programme-specific criteria which supplement the requirements of the University's standard classification method: for example, provisions in respect of Absolute Significant Weakness (a specified minimum mark in a designated module (often a project) which entails failure of the degree or restriction to a Pass), other requirements relating to achievement of minimum marks and any other local variations which have been approved by the University Board for Teaching and Learning]</u></p> <p><u>List of weightings used in classification methods</u></p> <p>Please select the appropriate weighting</p> <p>Three-year programmes Part 2 one-third Part 3 two-thirds</p> <p>Four-year programmes (not including those with a placement year or year abroad and not including Art) Normally: Year 2 and Year 3: total one-third</p>	<u>Mark</u>	<u>Interpretation</u>	70% - 100%	First class	60% - 69%	Upper Second class	50% - 59%	Lower Second class	40% - 49%	Third class	35% - 39%	Below Honours Standard	0% - 34%	Fail
<u>Mark</u>	<u>Interpretation</u>														
70% - 100%	First class														
60% - 69%	Upper Second class														
50% - 59%	Lower Second class														
40% - 49%	Third class														
35% - 39%	Below Honours Standard														
0% - 34%	Fail														

Year 4 two-thirds

Four-year programmes in Art and in the Institute of Education

See Programme Handbook

Four-year programmes in Speech and Language Therapy

Year 2 20%

Year 3 30%

Year 4 50%

Four-year programmes, including placement year:

Normally:

Part 2 one-third

Placement Year not included in classification

Part 3 two-thirds

(where students fail a placement year which does not contribute to classification they transfer to the three-year version of the programme)

OR

Part 2 23%

Placement 10%

Part 3 67%

Four-year programmes, including placement year (for certain Environmental Sciences programmes):

Part 2 29.7%

Placement 3.3%

Part 3 67%

Four year programmes with a year abroad (MFL)

Year 2 two-ninths

Year Abroad three-ninths

Year 4 four ninths

Integrated Masters programmes (MEng, MMath, MChem, etc)

Part 2 20%

Part 3 40%

Part 4 40%

Or

Part 2 20%

Part 3 30%

Part 4 50%

	<p><u>Schools/Departments should also include details of requirements for lesser awards where appropriate e.g. Certificate of Higher Education or Diploma of Higher Education, as specified in section 8.9 of the <i>Framework for the Classification and Progression of First Degrees</i>.</u></p>
14.	<p>Admission requirements</p> <p>This constitutes vital information for intending applicants. Colleagues may like to be aware that, in line with government direction, the University is committed, along with other institutions, to providing a more transparent and detailed statement of programme entry requirements within an ‘Entry Profile’.</p> <p>Any additional subject specific requirements should also be stated here. Schools may also wish to add a statement on English language requirements such as: ‘Entrants whose first language is not English may be asked to show that they have achieved a certain level of English Language, such as an IELTS or TOEFL score’</p> <p>The name of the Admissions Tutor for the programme, and their contact details, should also be included here.</p>
15.	<p>Support for students and their learning</p> <p>The standard statement on the template is automatically included in all RISIS-generated programme specifications.</p> <p>School-specific information to be included after this statement or elsewhere might include details of:</p> <ul style="list-style-type: none"> • Induction programmes • Handbooks and Guides • Specialist equipment <p>Boards of Studies should be aware that any such School information should be capable of being demonstrated to QAA Review teams.</p> <p>Particular attention should be paid to programmes involving a substantial distance learning component and those delivered in collaboration with other institutions, to ensure that details of additional or alternative arrangements for student support are provided. This could include details of online learning resources and support services, access to local library facilities and support services, and any provision made for students to use the University Library.</p>
16.	<p>Career learning</p> <p>This is a new section on programme specifications for cohorts entering from 2013-14 onwards.</p> <p>This is a free text paragraph in which Schools should explain how career learning is embedded within the programme and identify those modules with a career learning component.</p>
17.	<p>Career prospects</p> <p>It is appreciated 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. Nevertheless, it is important to give succinct but helpful guidance.</p>
18.	<p>Opportunities for study abroad</p>

	<p>There is a standard sentence in each programme specification, as follows: 'As part of the degree programme students have the opportunity to study abroad at an institution with which the University has a valid agreement'</p> <p>Please edit and/or supplement this information, as appropriate, stating what opportunities are available; at what stage of the programme and the length of opportunity.</p> <p>Please note that for joint programmes, the information included in this section must be agreed upon by both Schools.</p>
19.	<p>Placement opportunities</p> <p>A statement on opportunities for students to undertake placements should be given in this section.</p> <p>Schools are reminded that following the outcome of Thematic Review of Work-related and Placement Learning, all undergraduate programmes must have a placement opportunity (PO) available to students entering the programme from 2011/12 onwards, being either a work or academic placement, which might take one of three forms: Micro—embedded within a module Mini—constituting an entire module Maxi—comprising a year.</p> <p>Those programmes which offer a 'maxi' placement should also offer either a 'micro' or a 'mini' placement since a significant number of students may not be able to commit to a full year placement. While the module or modules offering the placement opportunity will be open to all students registered on the relevant programme, the number of students registering for the module may need to be capped.</p> <p>Please provide a synopsis on all placement opportunities included in the programme, detailing the nature and outcomes of the placement.</p> <p>Schools in Sciences and Life Sciences should include reference to 4 year placement versions on 3 year non-placement version programme specifications in this section.</p> <p>On programme specifications for joint programmes, both Schools' placement opportunities must be listed.</p> <p>Schools are reminded to ensure that the correct information has been provided in the Programme Content and Progression Requirement sections with regard to placement opportunities. Should maxi placement opportunities be available as part of the programme, there should be a statement indicating whether the maxi placement contributes to classification or not and, if so, its weighting within the classification rules. All extra information about placement opportunities should be included in this section.</p> <p>N.B. Schools are reminded that programmes with a maxi placement which does not contribute to classification do not require a separate programme specification.</p>
20.	<p>Programme outcomes</p> <p>Specific statements of intent that predict what learners will know, understand and be able to do as a result of learning in the context of a particular programme. They describe new skills and assessable changes in behaviour that the programme is designed to bring about. They may also highlight desirable educational outcomes that are not directly assessable. For those outcomes that are assessable they provide the basis for the criteria used to guide judgements on achievement.</p>

	<p>Programme outcomes:</p> <ul style="list-style-type: none"> • must be divided between the four subheadings shown on the template. These four areas should not be seen as separate entities and there is room for overlap between the outcomes within them. As a guide, there would normally be between 4 and 10 outcomes under each subheading, so that the key outcomes are expressed in enough generality to apply to each and every student studying on the programme. • should provide a balance of outcomes between the two areas of joint degree programme. For a combined degree programme, it is accepted that there may be a need for more than 10 outcomes. These sections require liaison between Schools in the case of such combined and multi-disciplinary degrees. • must be informed by the learning outcomes of their constituent modules as stated in the relevant Module Descriptions and vice versa. Whilst programme specifications may refer to specific learning outcomes of modules, it may be better simply to refer the user to the particular Module Description. For example, if independent research skills are mentioned, then emphasis might be placed on developing these through a dissertation. • must take into account the relevance of subject benchmarks to learning outcomes. • must give explicit details in the three areas relating to Skills of how both degree-specific skills are developed through the programme. • must be reviewed carefully each year in order to remove any reference to historic practices e.g. PARS. Any reference to specific modules within this section would also need to be amended following any changes to the availability of those modules.
21.	<p>Standard Declaration</p> <p>The Standard Declaration on the template is a standard disclaimer required on each programme specification. It is automatically included in RISIS-generated programme specifications.</p>

Undergraduate Programme Specification Template

The numbered items below correspond to the list of instructions on the accompanying Guidelines to producing Undergraduate Programme Specifications document, as a guide to filling in each part correctly.

1 Programme Title

2 UCAS code:

For students entering Part 1 in 200x

3 Awarding Institution:

University of Reading

3 Teaching Institution:

4 Relevant QAA subject benchmarking group(s):

Faculty of x

5 Programme length:

x years

Date of specification:

6 Programme Director:

6 Programme Adviser:

Board of Studies:

7 Optional Placement Year:

8 Accreditation:

9 Summary of programme aims

10 Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to [communication, interpersonal skills, learning skills, numeracy, self management, use of IT and problem-solving], and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

110 Programme content

Part 1 (three terms)
Compulsory modules

Credits Level

Mod Code	<i>Module Title</i>	X	X
Part 2 (three terms)		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
Mod Code	<i>Module Title</i>	X	X
<i>Optional modules:</i>			
Mod Code	<i>Module Title</i>	X	X
Part 3 (three terms)		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
Mod Code	<i>Module Title</i>	X	X
<i>Optional modules:</i>			
Mod Code	<i>Module Title</i>	X	X

120 Progression requirements

To gain a threshold performance at Part 2, a student shall normally be required to:

- ‘(i) obtain a weighted average of 40% over 120 credits taken at Part 2;
- (ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and
- (iii) marks of at least 30% in individual modules amounting to not less than 120 credits.

In order to progress from Part 2 to Part 3, a student must achieve a threshold performance [AND.... state prog-specific rules if applicable].’

130 Assessment and Classification

140 Admission requirements

Entrants to this programme are normally required to have obtained:
Grade C or better in English, Maths, Science (subject(s) as appropriate) GCSE (or equivalent qualification);
and achieved

A minimum UCAS Tariff score of:

Three Higher Level International Baccalaureate scores of :

(or an equivalent score in an equivalent qualification)

Whether two AS grades would be accepted in place of a third A-Level:

Admissions Tutor:

150 Support for students and their learning

University support for students and their learning falls into two categories.

Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. 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.

Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

[School/programme-specific information should follow this standard statement.]

160

Career learning

170

Career prospects

180

Opportunities for study abroad

As part of the degree programme students have the opportunity to study abroad at an institution with which the University has a valid agreement.

[School/programme-specific information should follow this standard statement, which can be edited by Schools]

190

Placement opportunities

200

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

Teaching/learning methods and strategies



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<i>Assessment</i>

Skills

B. Intellectual skills – able to:
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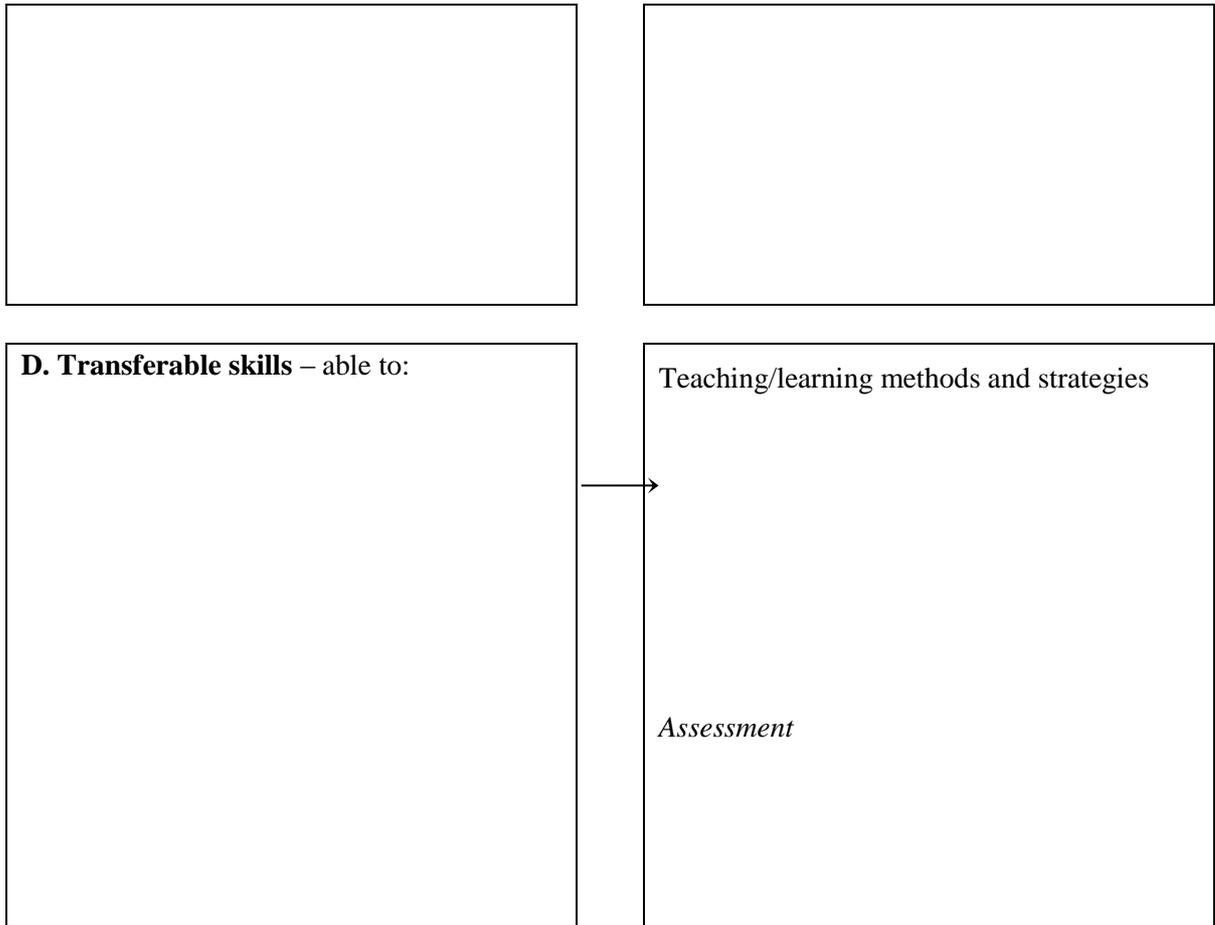
Teaching/learning methods and strategies
<i>Assessment</i>



C. Practical skills – able to:

Teaching/learning methods and strategies
<i>Assessment</i>





210

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.