

## Guidelines on producing Undergraduate Programme Specifications (for cohorts entering in September 2024 and thereafter)

The following template must be used for programme specifications for cohorts entering an undergraduate programme in September 2024 and thereafter. The instructions below correspond to each section on the template, as a guide to filling in each part correctly.

<b>1.</b>	<p><b>Programme title(s)</b></p> <p>Please provide programme title(s)</p> <p>Where a programme has variants such as study abroad/placement versions (which are available via direct entry), these titles should also be listed.</p>
<b>2.</b>	<p><b>UCAS Code(s)</b></p> <p>The UCAS code(s) for the programme should be given.</p> <p>Where a programme has variants such as study abroad/placement versions (which are available via direct entry), these UCAS codes should also be listed.</p>
<b>3.</b>	<p><b>For students entering Part 1</b></p> <p><b>Date:</b> give the month and year when the cohort enters (e.g. September 2024)</p>
<b>4.</b>	<p><b>Programme Code(s)</b></p> <p>The Course code(s) on RISIS.</p> <p>Where a programme has variants such as study abroad/placement versions (which are available via direct entry), these codes should also be listed.</p>
<b>5.</b>	<p><b>Awarding Institution</b></p> <p>Awarding Institution will normally be pre-populated as 'University of Reading'; in a very small number of cases, where a joint award is made (i.e. a single award is made jointly by two universities) both universities should be indicated. In the case of dual awards (where the University of Reading and another university each makes a distinct award on the basis of the same programme), only Reading should be indicated.</p>

6.	<p><b>Teaching Institution</b></p> <p>Teaching Institution will normally be pre-populated as ‘University of Reading’; in a very small number of cases, where the University is not the body providing the teaching, you will need to add the institution which is delivering the teaching.</p>
7.	<p><b>Length of Programme</b></p> <p>The length of the programme(s) is automatically programmed to appear on the programme specification.</p> <p>Please list all programme variants. Any variants which are not available via direct entry (via UCAS) should also be listed, along with a note to state they are available as internal transfer only.</p>
8.	<p><b>Accreditation</b></p> <p>Details of accreditation by a professional/statutory body should be included where appropriate. Please only list the titles of the accreditations associated with the programme - more in-depth information on accreditation requirements will be stated later in the programme specification.</p>
9.	<p><b>QAA Subject Benchmarking Group</b></p> <p>The QAA have published Subject Benchmark Statements which can be found at the following link:  <a href="http://qaa.ac.uk">Subject Benchmark Statements (qaa.ac.uk)</a></p> <p>Subject Benchmark Statements must be considered as part of the process of creating and revising programme specifications, and programmes should be reviewed in the light of revisions to subject benchmark statements.</p> <p>Where an undergraduate programme is multi-disciplinary or inter-disciplinary, there may be a number of statements which can be used as a source of reference.</p> <p>Further guidance on the use of subject benchmark statements in the development of programmes can be found at <a href="#">programmedesign.pdf</a></p>
10.	<p><b>Programme information and content</b></p> <p><b>Overarching Statement</b></p> <p>This section must include a concise statement addressing the following:</p> <ul style="list-style-type: none"> <li>•What are the aims of the programme in broad terms?</li> <li>•What is the value of the programme to students? (i.e. what makes the programme worth undertaking?). Areas for consideration include: <ul style="list-style-type: none"> <li>○ Relevance and scope of the subject area/discipline and how this translates to the programme.</li> <li>○ What students will learn to prepare them for life beyond university (e.g. future employment, advancement of the discipline, social responsibility, personal development).</li> <li>○ Distinctive features of the programme (e.g. student-centred and inclusive approaches to teaching, learning and assessment, the</li> </ul> </li> </ul>

	<p>unique teaching and learning environment (physical and/or online), research-teaching synergies, professional accreditation, employer engagement).</p> <ul style="list-style-type: none"> <li>○ The benefits conferred by the combination of disciplines in joint / combined programmes.</li> <li>● What are the aims, expectations and opportunities afforded by each Part? Does the information capture a sense of attractive and progressive challenge?</li> </ul> <p><b>Per Part</b> For each of the Part statements, you should again indicate the aims, academic scope of the material covered and the features of each part. The statements should also demonstrate progression from previous Parts.</p> <p>For further guidance and examples, please refer to the Programme Visioning document.</p> <p>Please be mindful that this is a contractual document and that it is important that you only include what you can be certain of delivering. Be careful in your choice of language and avoid using words that overstate outcomes; focus on what will actually be delivered.</p>
11.	<p><b>Programme Learning Outcomes</b></p> <p>As part of the programme visioning process you will have established the programme learning outcomes (PLOs) for the programme. As part of the new programme specification template, these PLOs will now sit on the programme specification and form part of the student contract.</p> <p>In the PLO table please list the learning outcomes for the programme, which for an undergraduate programme should be between 10-12 PLOs.</p> <p>The programme specification template should be completed in conjunction with the Curriculum Mapping spreadsheet (<a href="#">click here to access the spreadsheet and guidance</a>). This template will need to be submitted with the programme specification. Please note that the information relating to mapping of PLOs to specific modules and learning categories will not be included in the programme specification (and are not contractual); only the PLOs will be listed.</p> <p>For further guidance on programme learning outcomes please refer to the <a href="#">Programme Visioning document</a>.</p>
12.	<p><b>Foundation year or Part 0/Part 1/Part 2/Part 3/Part 4 Module information</b></p> <p>For each Part:</p> <ol style="list-style-type: none"> <li>1. Specify the module code, title, number of credits and level for each compulsory module, i.e. a module which <b>all</b> students registered for the degree programme <b>must</b> take – i.e. there is no choice (including no ‘either’ / ‘or’ option) involved.</li> <li>2. If there are ‘constrained options’ (i.e. a requirement to take <i>n</i> credits from each of three lists of modules covering different aspects of the subject or, in the case of a joint programme, a requirement to take <i>n</i> credits from one</li> </ol>

	<p>subject and <math>n</math> credits from the other), specify the structure for those choices and the broad areas covered in each of the sets of options.</p> <p>3. Specify that the remaining credits will be made up from optional modules within the subject or from other subjects and specify any constraints.</p>
13.	<p><b>Placements</b></p> <p>Include the relevant statement relating to Placements on the programme, delete if applicable.</p> <p>If the placement is a compulsory part of the programme, set out details (being mindful that the information provided will form part of the University's contract with the student).</p> <p><b>Study Abroad</b></p> <p>Include the relevant statement relating to study abroad on the programme, delete if not applicable.</p>
14.	<p><b>Optional modules</b></p> <p>The Following standard statement will be included on all programme specifications:</p> <p>The optional modules available can vary from year to year. An indicative list of the range of optional modules for your programme can be found online in the Course Catalogue. Details of optional modules for each part, including any additional costs associated with the optional modules, will be made available to you prior to the beginning of the Part in which they are to be taken and you will be given an opportunity to express interest in the optional modules that you would like to take. Entry to optional modules will be at the discretion of the University and subject to availability and may be subject to pre-requisites, such as completion of another module. Although the University tries to ensure you are able to take the optional modules in which you have expressed interest this cannot be guaranteed.</p>
15.	<p><b>Teaching and learning delivery</b></p> <p>Please add information on how the teaching and learning will be delivered. An example is listed below:</p> <p><i>You will be taught primarily through a mixture of lectures, tutorials and seminars, depending on the modules you choose. Some modules may include group work.</i></p>
16.	<p><b>Accreditation- additional accreditation information</b></p> <p>If this does not apply to the programme put not applicable</p> <p>State any professional qualifications/professional recognition/exemptions towards a professional qualification which are linked to the University award, making clear whether there are requirements beyond the degree in order to achieve the professional award. Provide details if the professional</p>

	<p>qualification/recognition/exemption is dependent on successful completion of specified modules within the programme other than those in which a pass is required for the award of the degree.</p> <p>Refer to professional body rules to which the student may be subject.</p> <p>Specify any additional requirements arising from the professional requirements of the programme (e.g. DBS clearance), the professional code of conduct to which the student is subject, and that students are subject to the University's Fitness to Practise procedures.</p>
17.	<p><b>Assessment, progression and classification</b></p> <p><u>Assessment</u></p> <p>Please provide information on how the programme will be assessed- e.g.</p> <p><i>The programme will be assessed through a combination of written examinations, coursework, oral examinations, practical examinations. [Delete and supplement, as appropriate.]</i></p> <p><u>Progression</u></p> <p>The standard University-wide progression rules for an undergraduate degree are listed on the programme specification template. In certain instances, such as for accreditation reasons, programme-specific progression requirements will be required. These should be listed per part under the University-wide progression requirements. Please note that the codes for any specified modules required for progression will need to be listed.</p> <p><u>Classification</u></p> <p>Under the section 'weighting of the Parts/Years in calculation of the degree classification' please select the appropriate weighting(s) and delete any that are not applicable.</p> <p><u>Classification Method</u></p> <p>Please insert a link to the section of the Assessment Handbook which sets out the award rules which apply to the programme and reference the sub-section (and, if appropriate, the Annex) which indicates the classification method. Where the programme includes a placement year (or a variant with a placement year), you should specify how the placement year contributes (or not) to classification. The assessment handbook can be found at the following link:</p> <p><a href="https://www.reading.ac.uk/cqsd/policies-procedures/assessmenthandbook">https://www.reading.ac.uk/cqsd/policies-procedures/assessmenthandbook</a></p> <p>Classification methods for awards are as follows:</p> <p><a href="#">Bachelor's (for cohorts entering in 2022/23 and onwards)</a> (see, in particular, section 17.5 and, for variants on the main method, Annex 1)</p> <p><a href="#">Integrated Master's</a> (see, in particular, section 18.5)</p>

	<p><a href="#">Foundation Degree in Children’s Development and Learning (for cohorts entering in 2022/23 and onwards)</a> (see, in particular, section 23.4)</p>
<p>18.</p>	<p><b>Additional Costs of the Programme</b></p> <p>Specify known additional costs associated with the programme, including costs which relate to the programme as a whole (e.g. lab coats) and those for compulsory modules, such as field trips, theatre and museum visits, compulsory texts, materials, specialist clothing and printing costs. It is understood that costs may change during the course of the programme, or there may be a wide range of costs (e.g. from acceptable standard to top of the range equipment). In each case, include the likely costs.</p> <p>In respect of optional modules, an estimate of the costs of a common combination of modules should be given.</p> <p>The following note will be automatically included: Costs are indicative but will vary according to module choice and are subject to inflation and other price fluctuations. The estimates were calculated in [year].</p>