

**International Foundation Programme (January intake)
For students entering Part 1 in 2013/4**

UCAS code: Q3N1

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	1 years
Date of specification:	17/Jun/2014
Programme Director:	Mrs Amanda Fava-Verde
Programme Advisor:	
Board of Studies:	
Accreditation:	

Summary of programme aims

The Programme aims to provide access to higher education in Britain to international students who do not possess the normal entry requirements of GCE Advanced level qualifications or the equivalent. This is achieved through the provision of high quality teaching which is sympathetic to the needs of students from a wide range of educational backgrounds. On completion of the Programme, students can expect to be equipped with the subject specific and general study skills which will enable them to cope with the demands of undergraduate study.

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.

The Foundation Programme seeks to introduce students to these skills through the provision of a credit-bearing Academic Skills module. The key skills relate to Team-Working, Problem-Solving, Critical Thinking, IT Skills, Essay Writing, Scientific writing, Research and Referencing, Presentations, Academic Culture and Examination Technique.

Programme content

The Programme offers a range of subjects made up of 40 credit and 20 credit modules. Students must take the 2 compulsory modules (compulsory part) and select the modules required for their intended degree programme (required modules). Further information on what modules are required for different degree programmes is available on the IFP website and handbook. A list of modules from which students may make a selection (the optional modules) is also available. Students must choose modules totalling 140 credits.

Part 1 (three terms)

Compulsory modules

All students must take:

IF0ACA	Academic Skills	20	F
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And if their English is below a specified level:

IF0IE1	International English A	40	F
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Required modules

Students must take at least TWO of the following as specified for their intended degree programme.

EC0ECJ	Economics	40	F
EC0MEJ	Mathematics for Economists	40	F
MM0IBJ	Management and Statistics	40	F
CH0ISJ	Information Systems and Statistics	40	F

Progression requirements

Passes are at three levels: Grade I with Distinction (70%), Grade I (60%) and Grade II (40%). To pass the Programme, students must achieve an average of at least 40% in modules totalling 120 credits with a maximum of 40 credits of these modules with a mark below 35% and a pass in the Academic Skills module. Students will be eligible to progress to the following degree programmes providing they satisfy the specific degree programme entry requirements which are listed in the Foundation Programme handbook.

- Accounting and Economics
- Business Economics
- Economics
- Finance and Investment Banking
- Agricultural Business Management
- Accounting and Management
- Accounting and Business
- IT with Management
- Real Estate
- Construction Management
- Quantity Surveying
- Management and Business
- Building Surveying
- Built Environment Management
- Investment and Finance in Property
- Rural Property Management
- Consumer Behaviour and Marketing
- Law

Assessment and classification

Teaching is delivered through lectures, seminars and individual tutorials. Some science modules also include practical classes in the laboratory.

Most modules are assessed by a mixture of coursework and formal examinations. Some are assessed by formal examination only.

The criteria for assessment are published in the handbook in the form of grade descriptions. The assessment objectives are:

Knowledge and understanding

Interpretation, analysis and application

Evaluation

Organisation and presentation

Practical skills (Science modules only)

Grades are awarded at the following levels:

Mark

Interpretation

70% - 100%

Grade I with Distinction

60% - 69%

Grade I

40% - 59%

Grade II

0% - 39%

Fail

Admission requirements

Entrants to this Programme are normally required to have obtained a school leaving qualification from their home country which is at least equivalent to GCSE but which will be below GCE A-level standard. There must be evidence of a general academic ability of a high standard, with particular strengths in those subjects which are relevant to their chosen degree programme and Foundation Programme modules. Entrants must also satisfy an English language entry requirement as follows:

Faculty of intended degree course

IELTS or equivalent 6.0 with at least 5.5 in each skill

Admissions Tutor: Ms Amanda Fava-Verde, Ms Jane Ward

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

The International Foundation Programme places particular emphasis on individual support for its students. Support for students in their studies is provided through the University's Personal Tutorial scheme in which Personal Tutors see their tutees twice in each term and also offer weekly surgeries for ad hoc consultations. Small group teaching and weekly module surgeries provide opportunities for individual assistance with academic problems. The provision of an Academic Support Tutor and a Mathematics Support Tutor provides for further individual support. Student progress is monitored closely so that problems can be identified and addressed at an early stage. In addition, module tutors submit reports at the end of the Autumn and Spring terms and these are discussed with each student at termly interviews with their Personal Tutor. The Student/staff committee meets once a term and allows for discussion on matters relating to the working of the Foundation Programme and issues of concern to students and staff.

Career learning

Career prospects

The majority of International Foundation Programme students believe that their career prospects in their home country will be enhanced by obtaining a degree from a British university. The Foundation Programme assists in this process by providing access to most degree programmes in this University and to alternative programmes at other institutions. An average of 75% of students qualify to proceed to a degree programme at Reading and, of those who have sat examinations but do not qualify and wish to transfer to another institution, 100% have to date been successfully placed. The degree results of those who graduate from Reading compare favourably with students who enter the University through other routes, with an average of 35% over the past five years gaining First Class or Upper Second class degrees.

Opportunities for study abroad

Placement opportunities

Programme Outcomes

The programme provides opportunities for students to achieve and demonstrate the following learning outcomes:

Knowledge and Understanding

A. Knowledge and understanding of:

Teaching/learning methods and strategies

1. The key areas of each module syllabus.
2. The relevant concepts and principles.
3. Subject specific methodology and reasoning.
4. Where relevant, the relationship between different areas of study.

Acquisition of knowledge is through lectures, seminars and individual tutorials. Students are expected to undertake independent reading to supplement and consolidate what is being taught in classes and to broaden their individual knowledge and understanding of their subjects. Where appropriate, visits to relevant places of interest further enhance understanding and interest.

Assessment

Knowledge and understanding are assessed through unseen written examinations and, in some modules, coursework.

Skills and other attributes

B. Intellectual skills - able to:

1. Interpret and analyse different types of information.
2. Explain and apply the syllabus material.
3. Evaluate arguments and points of criticism.
4. Identify and solve problems.
5. Present material in a well-planned sequence
6. Use appropriate terminology confidently and accurately

Teaching/learning methods and strategies

Intellectual skills are developed through the teaching and learning programme outlined above. The format of the teaching is designed to enable students to develop all the learning outcomes in this category. Regular assignments in the form of seminar preparation and homework provide the opportunity for students to demonstrate their levels of achievement.

Assessment

These skills form part of the assessment objectives in end-of-term and final examinations. Assessed coursework and practical project work are also used in some modules.

C. Practical skills - able to:

1. Perform practical work logically, precisely and safely.
2. Accurately collect and collate data.
3. Relate theory to practice.
4. Use data to produce a well presented and ordered report.

Teaching/learning methods and strategies

Practical skills are developed through regular practical exercises. In some modules, work is laboratory or project based and data are used to produce written reports.

Assessment

Practical skills are assessed in end of term and final examinations. In some modules, laboratory skills, project work and written reports are also assessed.

D. Transferable skills - able to:

1. Communicate effectively by written and oral means.
2. Demonstrate numerical and problem solving skills appropriate to the subject matter of the module.
3. Competent use of information, including Information Technology.
4. Work as part of a team.
5. Work independently.
6. Demonstrate effective time management

Teaching/learning methods and strategies

The skills are developed through weekly workshops and individual tutorials.

Assessment

The skills are assessed through assignments which focus on each key skill and through written assessment. These assignments and written assessments contribute 100% towards the final Academic Skills mark

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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.