

Curriculum Framework

At the University of Reading we support all learners to develop and fulfil their intellectual and personal potential and maximise their attainment. We are committed to taking positive action to better understand, reduce and eliminate differential outcome gaps (the awarding gap) between students from differing socio economic or ethnic backgrounds or those with disabilities.

The Curriculum Framework 'seeks to galvanise our University community around a shared set of ideals' for programme design and delivery. It supports the 'core values that characterise the University of Reading: a genuine love of learning; creating new knowledge; embracing and celebrating diversity of people and ideas; and caring for our environment' ([University Strategy](#)).

Graduate Attributes

Graduates of the University of Reading develop a range of attributes. The knowledge, competencies and skills which all programmes inculcate and enable students to demonstrate are outlined below.

Mastery of the discipline	Breadth and depth of knowledge of one or more disciplines and its/their use/applicability in real-world contexts. Discipline-specific skills and attributes. Understanding of disciplinary epistemology and methodology. Awareness of current research in the discipline/s. Ability to undertake research and enquiry within their discipline/s. Autonomous learning within the discipline/s.
Skills in research and enquiry	Ability to learn through research and enquiry. Ability to design, undertake and present research as appropriate to their discipline. Ability to consume and appraise research critically.
Personal effectiveness	Ability to articulate what and how they have learned, awareness of their strengths and areas to develop, and commitment to lifelong learning and reflection. Development of self-efficacy, intellectual curiosity, adaptability, and resilience. Personal responsibility for self-directed learning and continuing academic and professional development. Ability to communicate effectively for a variety of purposes and audiences.
Global and future-facing outlook	Valuing of multiple perspectives and diversity to enable students to make well-informed ethical decisions. Intercultural competence and international engagement. Integrating social and civic responsibility, exploring global citizenship, and positively contributing to addressing sustainability issues within the context of their discipline, their personal lives, professions, and communities. Ability to collaborate effectively and adapt to different work or study contexts.

Programme Principles

We outline below a set of Programme Principles which underpin the curriculum and engender the range of attributes expected for University of Reading graduates. These principles are to be used by programme teams in the design, delivery and enhancement of new and existing programmes and modules.

How these principles are enacted will vary by discipline/field of study. Programme teams have an important role to play in contextualising the principles and ensuring alignment between relevant QAA Subject Benchmark Statements and Professional, Statutory and Regulatory Bodies.

Principle 1: Coherent

Programmes are purposefully designed to ensure that modules form a coherent integrated and blended whole. The learning pathway through the programme is articulated and shared with students.

This is achieved by:

- 1.1 Aligning teaching, learning and assessment to the learning outcomes of programmes and of associated modules.
- 1.2 Planning programmes to ensure consistency of student experience and expectations across modules.
- 1.3 Mapping development of skills across programmes.
- 1.4 Designing teaching, learning and assessment to be appropriately and progressively challenging from the outset, building on prior knowledge/skills.
- 1.5 Designing in and integrating both face-to-face learning and digital learning experiences throughout the programme.
- 1.6 Planning assessment across a programme to shape learning and provide regular, timely opportunities for feedback and reflection.

Principle 2: Connected

Programmes are informed by, and develop a sense of connectedness to, the University community and beyond. They are designed to be mindful of the need to prepare students for life beyond university.

This is achieved by:

- 2.1 Collaborating with internal and external stakeholders to design programmes which are informed by pedagogic research and developments across the sector and beyond.
- 2.2 Creating a community of scholars by connecting students with the University's research.
- 2.3 Embedding research and enquiry progressively throughout the programme to enable students to undertake a substantial piece of independent research.
- 2.4 Developing knowledge and skills which students can connect to the real world through authentic teaching, learning and assessment.
- 2.5 Building opportunities for personal and professional development through work-related learning which is enhanced by co-curricular and extracurricular engagement.
- 2.6 Engaging students with multiple perspectives through collaborative learning opportunities within and beyond their cohort.
- 2.7 Building teacher presence both on campus and online using different approaches and techniques.

Principle 3: Student centred & inclusive

Programmes are designed and delivered to ensure all students can access and actively engage in their blended learning opportunities through student-centred and inclusive approaches to teaching, learning and assessment. Students work in partnership with staff to shape the programme.

This is achieved by:

- 3.1 Teaching which is interactive and facilitates active learning through engaging students in discussions, problem solving, application, and experiential activities.
- 3.2 Building students' academic literacy, digital capabilities and their confidence as autonomous learners by scaffolding teaching, learning and assessment.
- 3.3 Varying the approaches to teaching, learning and assessment, both face-to-face and digital, enabling students to study flexibly.
- 3.4 Planning for and providing clear expectations, and appropriate structure and support, throughout the programme.
- 3.5 Making best use of both physical and online resources to create a rich and varied learning environment.
- 3.6 Diversifying and decolonising the curriculum by recognising the contributions made by different genders, cultures, races and the perspectives of/impact on different groups, enabling students to see themselves in their discipline.
- 3.7 Creating accessible learning materials and experiences ensuring students can easily engage with them.
- 3.8 Working in partnership with students to regularly evaluate and develop the programme.

Principle 4: Sustainable

Programmes integrate education for sustainable development appropriate to the discipline. They make effective use of resources and digital learning opportunities as part of an outstanding blended learning experience for students.

This is achieved by:

Education for sustainable development

- 4.1 Embedding opportunities and empowering students to engage with environmental, social and economic challenges within their programme and beyond.

Use of resources

- 4.2 Ensuring programmes are distinctive, reflective of student and market demand and deliver on financial and/or strategic requirements.
- 4.3 Designing programmes that are resilient to changes in resources and circumstances.
- 4.4 Structuring programmes to be simple, clear and easy to follow.
- 4.5 Planning programmes to enable a realistic choice of optional modules where appropriate, balanced with the need for coherence.
- 4.6 Ensuring teaching, assessment and marking are proportionate and distributed effectively to support learning and wellbeing for staff and students.
- 4.7 Ensuring all colleagues designing and delivering the programme engage in appropriate professional development.
- 4.7 Planning for parity of student workload between modules that have the same credit weighting.
- 4.8 Reducing our carbon footprint by delivering and resourcing programmes in environmentally sustainable ways.