



Undergraduate Year 1

(For students who do not meet entry requirements for direct admission to Year 2 of the four-year UK and US degree)

Programme Specification

2025-2026

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1. INTRODUCTION

This document describes the Year 1 programme **for students who do not meet the standard entry requirements for direct admission to Year 2 of the four-year BA (Hons) and BSc (Hons) programmes** awarded by Richmond American University London, using the protocols required by *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies* (QAA, 2024).

Typically, students are admitted with the equivalent of 24 US/ 96 UK RQF Level 3 credits as transfer credits and take the remaining 96 US/ 384 UK credits of the 120 US/ 480 UK credit bachelor's programme over three years. Each credit is equivalent, approximately, to 1 classroom contact hour per 15-week semester and students work to a 16 US credit semester structure, registering for 32 US credits each year. US undergraduate credit can generally be translated to ECTS and UK CATS credits in the following manner: 1 US credit = 2 ECTS credits = 4 UK CATS credits.

For students who do not meet standard entry requirements for direct admission to Year 2 of our four-year degrees, they follow a prescribed Year 1 offering and are expected to complete 24 US credits at the University, rather than as transfer, which would translate as 48 ECTS credits and 96 UK CATS credits. The 24 US/ 96 UK RQF Level 3 credits are taken over two semesters, registering for 12 US/ 48 UK credits in each. On this basis, students are required to earn a total of a minimum 24 US/96 UK academic credit hours to complete the Year 1 programme, before progressing to the 16 US credit semester structure for the remainder of the relevant bachelor's programme.

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 s/he/they 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 course can be found in course specification documents and syllabi.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. OVERVIEW

| | |
|--|--|
| Programme title(s) | Undergraduate Year 1 |
| Teaching Institution | Richmond American University London |
| Date of last validation | n/a |
| Next revalidation | n/a |
| Credit points | 24 US Credits 96 UK Credits at <i>FHEQ</i> Level 3 |
| UCAS Code | See relevant Undergraduate programme code |
| Programme start date | Fall 2025 |
| Underpinning QAA subject benchmark(s) | QAA: Characteristics Statement: Foundation Programme |
| Professional/statutory recognition | N/A |
| Language of Study | English |
| Duration of the programme for each mode of study (P/T, FT,DL) | FT |
| Dual accreditation (if applicable) | Middle States Commission on Higher Education (First accredited 1981; renewed 1996, 2006, 2016). OfS - UK Taught Degree awarding powers, registered provider with the UK Office for Students. QAA – Higher Education Review (AP) 2017 |
| Date of production/revision of this specification | February 2025 (see chart at the end of this document for list of revisions) |

3. ABOUT THE PROGRAMME

The **Year 1 programme** consists of a total of 24 US/ 96 UK credits spread over six courses at RQF Level 3 as an integrated part of all undergraduate programmes for students who do not meet the standard entry requirements for direct admission into Year 2 of our four-year US and UK degrees. The programme is designed to enhance access to BA (Hons) and BSc (Hons) programmes provided by Richmond American University London.

The **Year 1 programme** aims to achieve the following goals:

- Prepare students for the academic rigour and culture of the four-year BA (Hons) and BSc (Hons) degrees.
- Allows students to adapt to the UK and US Higher Education systems.
- Equip students with the academic skills necessary to successfully transition to their chosen degree path.
- Provide students with research, writing and oracy skills that are required for undergraduate degree study.
- Provide students with fundamental/foundational knowledge relevant to their chosen degree programme.

Upon successful completion students will transition directly into Year 2 of their chosen BA (Hons) or BSc (Hons) degree.

4. MISSION

Our mission is to educate and inform future generations by providing them with the knowledge and support to think critically, the freedom to challenge assumptions and the skills to work with others.

The **Year 1 programme** speaks directly to the university's motto of Unity in Diversity and aims to provide inclusive and diverse access to higher education.

5. PROGRAMME STRUCTURE

A normal course load for the Year 1 is 12 US/ 48 UK credits per semester.

| | | | |
|--|---------------------|-----------|----------------|
| TABLE 1: RICHMOND BUSINESS SCHOOL: Accounting and Finance; Business and Data Analytics; Business Enterprise and Innovation; Economics and Finance; Finance and Investment; International Business | | | |
| Level 3 REQUIREMENTS | | | |
| | | | Credits |
| Level | Course Title | US | UK |

| | | | |
|-----------------------------------|--|-----------|-----------|
| LANG 3100 | Fundamentals of English for Academic Writing and Oracy | 4 | 16 |
| LIBA 3101 | Tools for Change | 4 | 16 |
| LIBA 3102 | Fundamentals of Research and Writing | 4 | 16 |
| BUSM 3101 | Fundamentals of Business | 4 | 16 |
| MATH 3101 | Fundamentals of Mathematics | 4 | 16 |
| Plus one of the following: | | | |
| HIST 3101 | London Cultures | 4 | 16 |
| ARTS 3101 | Fundamentals of Visual Thinking | | |
| COMP 3101 | Fundamentals of Computing | | |
| RQF Level 3 CREDIT TOTALS | | 24 | 96 |

| TABLE 2: RICHMOND BUSINESS SCHOOL: Fashion Management and Marketing; Marketing | | | |
|---|--|-----------|-----------|
| Level 3 REQUIREMENTS | | | |
| | | Credits | |
| Level | Course Title | US | UK |
| LANG 3100 | Fundamentals of English for Academic Writing and Oracy | 4 | 16 |
| LIBA 3101 | Tools for Change | 4 | 16 |
| LIBA 3102 | Fundamentals of Research and Writing | 4 | 16 |
| BUSM 3101 | Fundamentals of Business | 4 | 16 |
| MATH 3101 | Fundamentals of Mathematics | 4 | 16 |
| Plus one of the following: | | | |
| HIST 3101 | London Cultures | 4 | 16 |
| ARTS 3101 | Fundamentals of Visual Thinking | | |
| RQF Level 3 CREDIT TOTALS | | 24 | 96 |

| TABLE 3: RICHMOND BUSINESS SCHOOL: International Sports Management | | | |
|---|--|-----------|-----------|
| Level 3 REQUIREMENTS | | | |
| | | Credits | |
| Level | Course Title | US | UK |
| LANG 3100 | Fundamentals of English for Academic Writing and Oracy | 4 | 16 |
| LIBA 3101 | Tools for Change | 4 | 16 |
| LIBA 3102 | Fundamentals of Research and Writing | 4 | 16 |
| MATH 3101 | Fundamentals of Mathematics | 4 | 16 |
| BUSM 3101 | Fundamentals of Business | 4 | 16 |
| SPRT 3101 | Fundamentals of Sport Studies | 4 | 16 |
| RQF Level 3 CREDIT TOTALS | | 24 | 96 |

| | | | |
|--|--|-----------|-----------|
| TABLE 4: DEPARTMENT OF SCIENCE, INNOVATION AND TECHNOLOGY: Computer Science; Software Engineering; Mathematics and Data Science | | | |
| Level 3 REQUIREMENTS | | | |
| | | Credits | |
| Level | Course Title | US | UK |
| LANG 3100 | Fundamentals of English for Academic Writing and Oracy | 4 | 16 |
| LIBA 3101 | Tools for Change | 4 | 16 |
| LIBA 3102 | Fundamentals of Research and Writing | 4 | 16 |
| COMP 3101 | Fundamentals of Computing | 4 | 16 |
| MATH 3101 | Fundamentals of Mathematics | 4 | 16 |
| Plus one of the following: | | | |
| BUSM 3101 | Fundamentals of Business | 4 | 16 |
| ARTS 3101 | Fundamentals of Visual Thinking | | |
| HIST 3101 | London Cultures | | |
| RQF Level 3 CREDIT TOTALS | | 24 | 96 |

| | | | |
|--|--|-----------|-----------|
| TABLE 5: DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES: Criminology; International Relations; Political Science; Psychology; | | | |
| Level 3 REQUIREMENTS | | | |
| | | Credits | |
| Level | Course Title | US | UK |
| LANG 3100 | Fundamentals of English for Academic Writing and Oracy | 4 | 16 |
| LIBA 3101 | Tools for Change | 4 | 16 |
| LIBA 3102 | Fundamentals of Research and Writing | 4 | 16 |
| MATH 3101 | Fundamentals of Mathematics | 4 | 16 |
| SOCL 3101 | Fundamentals of Sociology | 4 | 16 |
| HIST 3101 | London Cultures | 4 | 16 |
| RQF Level 3 CREDIT TOTALS | | 24 | 96 |

| | | | |
|--|--------------|---------|----|
| TABLE 6: DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES: International History; DEPARTMENT OF COMMUNICATIONS AND THE ARTS: Arts & Visual Cultures | | | |
| Level 3 REQUIREMENTS | | | |
| | | Credits | |
| Level | Course Title | US | UK |

| | | | |
|----------------------------------|--|-----------|-----------|
| LANG 3100 | Fundamentals of English for Academic Writing and Oracy | 4 | 16 |
| LIBA 3101 | Tools for Change | 4 | 16 |
| LIBA 3102 | Fundamentals of Research and Writing | 4 | 16 |
| SOCL 3101 | Fundamentals of Sociology | 4 | 16 |
| HIST 3101 | London Cultures | 4 | 16 |
| ARTS 3101 | Fundamentals of Visual Thinking | 4 | 16 |
| RQF Level 3 CREDIT TOTALS | | 24 | 96 |

TABLE 7: DEPARTMENT OF COMMUNICATIONS AND THE ARTS:

Advertising and PR;

Communications and Media Studies;

Film

| Level 3 REQUIREMENTS | | | |
|-----------------------------------|--|----------------|-----------|
| | | Credits | |
| Level | Course Title | US | UK |
| LANG 3100 | Fundamentals of English for Academic Writing and Oracy | 4 | 16 |
| LIBA 3101 | Tools for Change | 4 | 16 |
| LIBA 3102 | Fundamentals of Research and Writing | 4 | 16 |
| SOCL 3101 | Fundamentals of Sociology | 4 | 16 |
| ARTS 3101 | Fundamentals of Visual Thinking | 4 | 16 |
| Plus one of the following: | | | |
| HIST 3101 | London Cultures | 4 | 16 |
| BUSM 3101 | Fundamentals of Business | | |
| RQF Level 3 CREDIT TOTALS | | 24 | 96 |

6. YEAR 1 OUTCOMES

Programme-level learning outcomes are identified below. Please refer to the Curriculum Map at the end of this document for details of how outcomes are deployed across the study programme.

- A. Disciplinary Knowledge and Understanding
- B. Disciplinary Applied Skills
- C. Communication Skills
- D. Transferrable Skills

Disciplinary Knowledge and Understanding (A)

LEVEL 3

- I. Demonstrate foundational and fundamental knowledge and understanding in basic theories and methods in the discipline.

Disciplinary Applied Skills (B)

LEVEL 3

- I.Demonstrate the application of the foundational key skills of and fundamental methods in the discipline.

Communication Skills (C)

LEVEL 3

- I.Demonstrates foundational and fundamental written and oral communication skills necessary for academic study.

Transferrable Skills (D)

LEVEL 3

- I.Demonstrates fundamental academic skills that are relevant to higher education and prepare for study in the chosen major.

7. TEACHING, LEARNING, AND ASSESSMENT

Teaching Strategy

The teaching and learning strategy adopted within the **Year 1 Programme** is based on the understanding that all students will be treated as active learners. Clearly, the precise approach will vary from course to course, depending on the learning outcomes relevant to each class.

The generic components of our teaching and learning strategy normally involve a variety of approaches and include delivering many of the following:

- Regular use of formal lecture sessions in all courses.
- Occasional workshops and seminars in some courses.
- Regular use of individual and/or team-based projects in all courses.
- Regular use of self-directed and directed reading in all courses.
- Peer-tutoring led by advanced students in many courses.
- Use of audio-visual and library resources in some courses.
- Regular use of tutor and student-led discussion groups via e-learning platforms.

The combination of teaching and learning approaches mentioned above develops our students' knowledge, thinking skills and practical skills.

Their knowledge is acquired through:

- Structured lectures and supporting materials
- Directed reading and use of internet materials
- Independent research

Their cognitive skills are developed through:

- Conducting research
- Making presentations and preparing other assessments
- Helping others to learn

Their practical skills are gained through:

- Application of theory to practices encountered during internships
- Using information technology to retrieve and manipulate data
- Negotiating by means of team-based projects

Their key skills are gained through:

- Employing and using appropriate linguistic skills
- Independent learning

Assessment Strategy

The assessment strategies we use in Year 1 speak directly to how we anticipate progression with student learning to take place.

In terms of following up with the assessment of student learning and consistent with US liberal arts traditions, our classes rely on the system of continuous assessment on a course-by-course basis and throughout any given semester. This approach often involves the use of term-papers, portfolios of work, quizzes, mid-semester and final exams as well as student presentations and general class discussion. Not every component applies to every course, but most do relate to many of the classes that are offered. Many of our courses involve a site visit or require attendance at a public lecture as well. Students generally find these events to be extremely valuable to their learning.

Most of the courses will follow the University Assessment Norms, however some may follow specialised norms, as listed in each CSD. See the Assessment Norm Policy for full details: <https://www.richmond.ac.uk/university-policies/>

8. ENTRY REQUIREMENTS

Admissions

Details of the entry requirements, including English language requirements, may be found at the appropriate page of the University website listed below, where a comprehensive Admissions Policy and Summary of Practice document is also published.

<https://www.richmond.ac.uk/undergraduate-admissions/>

Transfer Credit

No advanced transfer credits will be awarded to students who enter **in Year 1**. All Year 1 courses need to be completed at Richmond American University London.

9. EXIT AWARD REQUIREMENTS

No separate exit award is available for completion of Year 1 as this programme of study forms an integrated part of the four-year BA (Hons) or BSc (Hons) degree the student is registered on. Please refer to the [programme specification](#) for the respective degree.

10. STUDENT SUPPORT AND GUIDANCE

There is a range of student support and guidance, for both academic and general wellbeing, available to students. This is accomplished through a range of programmes and services that positively impact learning as well as the total student life experience.

All students have an allocated full-time faculty member who acts as their Academic Advisor. Academic Advisors have on-going responsibility for students' academic progress, meeting with each student at least once per semester. Programme Directors assist students with registration, enabling smooth progression through the degree. They also advise on career opportunities and provide pastoral support in many cases.

A range of Mathematics, English, Technology and Writing workshops have been established to support students with needs in these areas. Librarians are on hand to assist with library use, which includes instruction in web-based resources.

The University endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community. Students who declare a physical disability or a special educational need are supported to ensure the quality of their educational experience meets their individual requirements. SEN students, for instance, receive extra time for examinations, and have the option of writing exams on university-provided computers, and/or of taking exams in a separate room.

The University operates a well-staffed Student Affairs department that provides services intended to support and encourage student welfare, safety and development. This department oversees the medical registration of students and provides counselling services. It also organizes a range of extracurricular activities and travel designed to further enhance students' educational experiences. Disciplinary and social grievance procedures are also overseen by this department.

11. REGULATORY FRAMEWORK

The **Year 1** is operated under the policy and regulatory frameworks of Richmond American University London, the Middle States Commission on Higher Education, the Framework of Higher Education Qualifications, and the UK Quality Code for Higher Education.

Also key to the background for this description are the following documents:

- QAA (2024) UK Quality Code for Higher Education (www.qaa.ac.uk)
- QAA (2018) The Revised UK Quality Code for Higher Education. (www.qaa.ac.uk)
- QAA (2008) Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England. (www.qaa.ac.uk)

- SEEC (2016) Credit Level Descriptors for Higher Education. Southern England Consortium for Credit Accumulation and Transfer
- Middle States Commission on Higher Education. Standards for Accreditation and Requirements of Affiliation. 2014: Thirteenth Edition; Rev. Ed. 2015

Ensuring and Enhancing the Quality of the Programme

The **Year 1 programme** features detailed published educational objectives that are consistent with the mission of the institution. All course outlines contain course specific objectives that are regularly monitored by the individual instructors and by the faculty as a group.

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Internal Moderation
- Student representation
- Curricular change approval process
- Annual Programme Monitoring and Assessment
- Formal Programme Review, every five years
- Course evaluation
- Student satisfaction surveys and the NSS
- Feedback from employers

The **Year 1 programme** is provided through a system of ongoing evaluations that demonstrate achievement of the programme's objectives, and uses the results to improve the effectiveness of the programme. Ongoing evaluation is carried out for both US (the Middle States Commission on Higher Education) and UK (QAA) reviews. The University is a voluntary subscriber member of the QAA, and underwent its first full Institutional Review in May 2013 and a Higher Education Review (AP) in 2017.

12. LIBRARY RESOURCES

Books

Faculty and Students are encouraged to help in the purchase of library resources and submit requests for new purchases relating to and supporting their subject areas and research. Details of selected new acquisitions are publicized on the library subject pages and online catalogue.

The library also purchases academic ebooks to support students required reading, as well as cataloguing open access resources. These books are made available through the library catalogue.

Every year, the library collection is reviewed and non-relevant or out of date stock is withdrawn. Analysis of loans compared to purchases and new publications within core subject

areas are used to drive additional purchases to make sure that the collection remains relevant and current.

Journals

At present the Library subscribes directly to approximately 30 periodical titles. Where electronic access is provided with a subscription this has been made available through the library's online Publications Finder.

In consultation with faculty the Library regularly reviews its periodical subscriptions, ensuring relevant coverage is provided as the curriculum changes.

Online journal databases

Full text e-journal services include access to Ebsco's: Academic Search Premier, Art Full Text, Business Source Premier, Communication and Mass Media Complete, Education Full Text, International Bibliography of Theatre & Dance, International Security & Counter Terrorism Reference Center, SPORTDiscus and PsycArticles; WARC and JSTOR. These provide access to around 42,000 titles, as well as business and market data and case studies.

In addition, students are directed to a multitude of other online databases which they can search for citations including Google scholar and subject specific internet gateways.

In all cases where the full text is neither in the library's subscription resources nor available online the Library provides free inter-library loans to students and faculty using the services of the British Library (BL On Demand).

Access to the e-journal databases can be found on the Library portal.

Other online resources

Other online resources include a subscription to FT Education which provides on-line and mobile access to the newspaper archive as well as a wide range of digital and multi-media features, in-depth reports on a wide range of business and political topics and a digital learning tool that allows students and faculty to annotate and share articles. Additionally, the Statista platform provides easy access to over 1,900,000 statistics on a wide range of business & social topics from over 22,500 sources as well as industry reports, research dossiers and market outlooks. A subscription to Mintel Academic provides access to market research data and expertise across the retail, media and financial services sectors in the UK as well as global trends and consumer behaviour analysis.

There are pages of subject related resources on the library's portal which aim to guide students to quality internet material as well as the most relevant subscription resources.

Scanning/Digitising

Under CLA licence the library provides online access to scanned materials from the library print collection to faculty. These can then be accessed by students on a particular course of study through the member of faculty's Blackboard pages.

Library Instruction

Students are encouraged to complete a library induction session online and visit the library during Orientation. Professional librarians teach information literacy and research skills to students as an embedded part of the Liberal Arts programme. Instructional materials for Library resources and research skills, customized to cover the resources most relevant for the subject area are also provided for each programme. In addition, further sessions on subject specific resources, tailored to individual assignments as required, are offered on Upper Division courses. Students can also receive individual, tailored help with resources, research skills and referencing on a one-to-one basis either in person or online throughout their studies.

APPENDIX 1 Curriculum Map

| Course Code | Course Title | Disciplinary Knowledge and understanding (A) | | | Disciplinary Applied Skills (B) | | | Communication Skills (C) | | | Transferrable Skills (D) | | |
|----------------------------|--|--|----|-----|---------------------------------|----|-----|--------------------------|----|-----|--------------------------|----|-----|
| | | I | II | III | I | II | III | I | II | III | I | II | III |
| Level 3 | | | | | | | | | | | | | |
| LANG 3100 | Fundamentals of English for Academic Writing and Oracy | | | | | | | x | | | x | | |
| LIBA 3101 | Tools for Change | | | | | | | x | | | x | | |
| LIBA 3100 | Fundamentals of Research and Writing | | | | | | | x | | | x | | |
| MATH 3101 | Fundamentals of Mathematics | x | | | x | | | | | | | | |
| BUSM 3101 | Fundamentals of Business | x | | | x | | | | | | | | |
| SOCL 3101 | Fundamentals of Sociology | x | | | x | | | | | | | | |
| SPRT 3101 | Fundamentals of Sport Studies | x | | | x | | | x | | | x | | |
| Plus one of the following: | | | | | | | | | | | | | |
| HIST 3101 | London Cultures | x | | | x | | | x | | | x | | |
| ARTS 3101 | Fundamentals of Visual Thinking | x | | | x | | | x | | | x | | |
| COMP 3101 | Fundamentals of Computing | x | | | x | | | | | | | | |

Faculty may access the KILO map: [KILO KPO Tables](#)

Publication Dates

| | |
|------------|--|
| Revision 1 | Nov 2024 – First Edition |
| Revision 2 | Feb 2025 – Updates to course codes and minor editorial changes |
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