



RICHMOND
THE AMERICAN INTERNATIONAL
UNIVERSITY
IN LONDON

General Education Programme

Programme Specification

2015 - 2016

Introduction

This document describes the General Education Programme awarded by Richmond the American International University in London using the protocols required by *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2008). Also key to the background for this description are the following documents:

QAA (2013). *UK Quality Code for Higher Education. Part A: Setting and maintaining academic standards and B1: Programme Design and Approval.* (www.qaa.ac.uk)

QAA (2008). *Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England.*

SEEC (2010). *Credit Level Descriptors for Higher Education.* Southern England Consortium for Credit Accumulation and Transfer (www.seec.org.uk).

Middle States Commission on Higher Education. *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation.* 2006, Rev. Ed. 2011. (<http://www.msche.org/publications.asp>)

The General Education Programme is delivered within the framework of a US Liberal Arts undergraduate degree programme. Typically, undergraduate students complete 40 separate courses over the course of their degree, which takes 3.5 to 4 years (approximately 10 courses per year, with summer courses allowing for accelerated progress in some cases). Normally, each course carries 3 US academic credits (equivalent, approximately, to 3 classroom contact hours per 15 week semester). On this basis, students are required to earn a total of 120 US academic credit hours in order to complete their degrees. Of these 40 courses, roughly half are at the “lower-division” taken in the first two years of study and coded 3000-4999, and half are at the “upper-division”, taken in years three and four, and coded 5000-6999.

Richmond degrees are also articulated in terms of UK Frameworks, chiefly the *FHEQ* and the *Higher Education Credit Framework for England*. Each course has been assigned to an appropriate level on the *FHEQ*, based on the course’s learning outcomes and assessment strategies (note that the courses comprising the first year of the 4-year US undergraduate degree are normally at QCF Level 3). US undergraduate credit can *generally* be translated to ECTS and UK credits in the following manner: 1 US credit = 2 ECTS credits = 4 UK credits. So a US degree of 120 credits would translate as 240 ECTS credits and 480 UK credits (with a minimum of 360 UK credits at Levels 4-6 on the *FHEQ*). Students are required to complete 120 UK credits at each of Levels 4, 5 and 6. All Level 6 credits are completed at Richmond in the student’s major area of study, and so there are no Level 6 courses contained within the General Education Programme.

The General Education Programme is accounted for within the title of a UK BA honours degree in the clause “...with combined studies”. In the US degree title, it is subsumed within the general BA/BSc nomenclature, as is typical in the US system.

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1. Overview/Factual Information

Programme/award title(s)	General Education Programme
Teaching Institution	Richmond, the American International University in London
Awarding Institution	RAIUL/MSCHE
Date of latest OU validation	NA
Next Review	2020-21
Credit points for the award	30 30 US Credits / 120 UK credits (at QCF Level 3 and FHEQ Levels 4 and 5)
UCAS Code	N/A
Programme start date	FA 2015
Underpinning QAA subject benchmark(s)	N/A Did refer to benchmarks relative to specific disciplines eg Science See section 2.2 below
Other external and internal reference points used to inform programme outcomes	Standard 12 MSCHE Characteristics of Excellence in Higher Education See sections 2.3 and 2.4 below.
Professional/statutory recognition	N/A
Language of Study	English
Duration of the programme for each mode of study (P/T, FT,DL)	30 US credits/ 120 UK credits
Dual accreditation (if applicable)	Middle States Commission on Higher Education (First accredited 1981; renewed 1996 and 2006. Institutional Review scheduled for 2016.) QAA – IRENI May 2013
Date of production/revision of this specification	Jan 2015 (see chart below for list of revisions)

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 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 course specification documents, syllabi, and the student handbooks.

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

Programme Specification Publication Dates

First Edition	Jan 2015
Revision 1	June 2015 (minor revisions to Appendix II)
Revision 2	
Revision 3	

2. Programme aims and objectives

2.1. Educational aims and objectives of the programme

MISSION

The General Education Programme has its basis in the Liberal Arts. It promotes intellectual curiosity and critical questioning, an understanding of the interconnectedness of knowledge from a broad range of disciplines, clear communication both written and oral, flexibility, and active, interculturally aware citizenship.

GOALS

- To broaden students' knowledge and understanding of the world by **making connections** across different disciplines and **employing creative and critical thinking**
- To enable students to **communicate effectively** through developing their presentation, writing and research skills
- To raise awareness of the importance of **ethical judgement** through the promotion of intercultural understanding and global consciousness
- To provide students with opportunities for service learning which will instil an understanding of the value of **civic engagement**
- To equip students with a series of attributes that are applicable to the demands of **modern life** and the **workplace** of today and tomorrow

2.2. Subject benchmarks

The General Education programme is a hallmark of a liberal arts education. The courses taught within this programme are taught by faculty drawn from across the University. The Programme Outcomes, encompassing Knowledge and Understanding, Application, Development and Transfer, provide the basis for the learning outcomes of the individual courses in the programme. (See pgs. 8, 20, 21) Additionally, where relevant, subject specific QAA benchmarks enhance these learning outcomes.

Research and Writing I and II enhanced by

English 2007 benchmarks

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-English.pdf>

Quantitative Reasoning enhanced by

Mathematics, statistics and operational research 2007 benchmarks

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Mathematics-statistics-and-operational-research.pdf>

Creative Expression enhanced by two sets of benchmarks

History of art, architecture and design 2008 benchmarks

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-History-of-art-architecture-and-design.pdf>

Art and design 2008 benchmarks

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement---Art-and-design-.pdf>

Scientific Reasoning enhanced by

Earth sciences, environmental sciences and environmental studies 2014 benchmarks

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-earth-sciences.pdf>

2.3. Internal contexts

The General Education Programme is an element common to and forms the basis of all the University's BA and BSc degrees, comprising 30 US/60 ECTS/120 UK credits of the degree's 120 US/240 ECTS/480 UK credits. The programme exemplifies the university's commitment to education in the liberal arts tradition, emphasizing the value of breadth of study. The courses within the General Education Programme lay the groundwork for the university's commitment to providing an interdisciplinary curriculum that enhances the student's academic skills, powers of critical insight, ability to operate in international contexts, and their employability.

Detailed published educational objectives that are consistent with the mission of the institution:

All course outlines/syllabi contain course specific objectives that are regularly monitored by the individual instructors and by the School of General Education or other relevant School faculty as a group.

Processes based on the needs of the programme's various constituencies in which the objectives are determined and periodically evaluated:

The General Education Programme's and each degree's Annual Programme Evaluation (APE) form a central element of Richmond's internal quality assurance and enhancement processes. APEs measure the academic quality and standards of the programme, identify good practice, record any issues to be addressed, and, from year to year, track the ways in which those issues have been addressed. During the APE process, the academic schools:

- consider student input via course evaluations;
- consider any formalized faculty course evaluations conducted;
- consider all External Examiner reports;
- examine the Programme Specification, and note any changes required;
- any major changes ("those which change the basic nature of the programme or student experience") to existing programmes are first approved by LTPC;

A curriculum development process that assures the achievement of the programme's objectives, and a system of ongoing evaluation that demonstrates achievement of these objectives and uses the results to improve the effectiveness of the programme:

Ongoing evaluation is carried out for both the US (MSCHE) and UK (QAA) institutional reviews, and independently by School and department members when updating courses. The LTPC closely analyses the APEs of all degree programmes, and The University's response to the AMR is considered at the Schools and at LTPC.

2.4. External contexts

The General Education 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. Richmond is a voluntary subscriber member of the QAA, and underwent its first full Institutional Review in May 2013 (<http://www.richmond.ac.uk/about-richmond/american-british-accreditation/>). Students are encouraged to attend meetings, lectures at other London universities, institutions, think-tanks, agencies and organisations as is appropriate.

3. Programme outcomes

Programme-level learning outcomes are identified below. They are based on *MSCHE's Standard 12 (USA)*, and *SEEC* categories associated with specific levels of the *FHEQ*. (UK)

The programme outcomes are applied in each course on the programme through assessed, course-specific learning outcomes.

The two broad categories of Programme Outcomes are:

- A) Knowledge and Understanding
- B) Application, Development, Transfer

On successful completion of the 30 US/120 UK credits, a student is expected to be able to demonstrate all of the Programme Outcomes.

Refer to Appendix I – Curriculum Map for details of how outcomes are deployed across the study programme. The programme is designed such that every learning outcome, at all levels of the programme, are assessed for every student.

3.1. Knowledge and Understanding (A)

- A1 Reflects on the process and development of one's own learning
- A2 Demonstrates an awareness of cultural perspectives in a range of contexts
- A3 Demonstrates an understanding of key terminology in the area
- A4 Demonstrates an understanding of the historical context of the subject matter
- A5 Demonstrates an understanding of the contemporary context of the subject matter
- A6 Recognises a range of discipline specific approaches and methodologies
- A7 Recognises links between and amongst disciplines
- A8 Recognises the appropriateness of the research source to the task
- A9 Connects knowledge from one's own academic study to civic engagement

3.2. Application, Development, Transfer (B)

- B1 Uses self-reflection to make decisions about future courses of action
- B2 Demonstrates self-management skills that aid academic and personal development
- B3 Demonstrates the ability to work collaboratively in a team
- B4 Demonstrates the ability to work independently within a given framework
- B5 Demonstrates an understanding of how to apply defined areas of the knowledge base in practical settings
- B6 Demonstrates the application of a range of research methodologies
- B7 Demonstrates the ability to gather, organise and deploy ideas and information in order to evaluate their strengths and weaknesses
- B8 Applies critical analyses to further develop ideas and suggest solutions
- B9 Communicates effectively through a range of written outputs
- B10 Communicates effectively by oral means to a range of audiences
- B11 Exercises ethical judgement in relation to decision making
- B12 Demonstrates the ability to effectively utilise a range of technologies

4. Teaching, learning and assessment strategies

4.1. Teaching and learning strategy

The teaching and learning strategy adopted within the School of General Education is as follows:

- Teaching through formal lectures, seminars, tutorials and workshops
- Regular use of individual and/or team-based projects
- Regular use of self-directed and directed reading in some courses
- Occasional use of individual and/or group presentations
- Occasional use of guest lectures
- Frequent feedback on coursework
- Regular use of e-learning platforms such as Blackboard

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

Their thinking skills are developed through

- Conducting research
- Helping others to learn
- Problem solving in class

Their practical skills are gained through

- Application of theory into practical problems
- Use of information technology to retrieve and manipulate information

- Negotiating by means of team-based projects

4.2. Assessment strategy

Courses in the General education Programme meet differing assessment norms according to the course content. Full assessment details are found in the syllabus for each course. In the University-established charts below, levels 3-5 are highlighted as they are the levels relevant to the General Education Programme.

The following courses meet the University Standard Assessment Norms:

- Creative Expression
- Quantitative Reasoning
- Scientific Reasoning

Standard Assessment Norms			
FHEQ level	Richmond/UK Level	Normal number of items (including final exam)*	Total assessment
Level 3	R3000/UK A-Level	3-4	1 two-hour final exam plus 2000-2500 words
Level 4	R4000/UK Year 1	3-4	1 two-hour final exam plus 2000-3000 words
Level 5	R5000/UK Year 2	2-3	1 two-hour final exam plus 3000-4000 words
Level 6	R6000/UK Year 3	2-3	1 two-hour final exam plus 3000-4000 words
Level 7	R7000/UK MA	2-3	5000-7000 words

*** Reasonable adjustments should be made for assessment activities such as midterm tests, in- class presentations, group assignments, tests etc. Any summative assessment activities must be reflected in the final overall assessment count.**

The following courses meet the University Writing Intensive Assessment Norms:

- GEP 3180 Research and Writing I
- GEP 4180 Research and Writing II

Writing Intensive Assessment Norms			
FHEQ level	Richmond/UK Level	Normal number of items	Total assessment
Level 3	R3000/UK A-Level	3-4	3000-3250 words
Level 4	R4000/UK Year 1	3-4	3000-4500 words
Level 5	R5000/UK Year 2	2-3	4500-6000 words
Level 6	R6000/UK Year 3	2-3	4500-6000 words

Courses designated as Writing Intensive differ from the Standard Assessment Norms by:

- No final exam
- The total amount of written words will normally increase by 50%

The following courses meet the University Service Learning/Internship Assessment Norms:

- GEP 3100 Transitions: London Calling I
- GEP 3101 Transitions: London Calling II

Service Learning and Internship Assessment Norms				
FHEQ level	Richmond/UK Level	Normal number of items	Assessment type	Total word count or equivalent
LEVEL 3	R3000/UK A Level	3-4	Oral presentation; report; journal; personal development portfolio; portfolio of digital literacy output	2000-2500 words
LEVEL 6	R6000/UK Year 4	2-3	Journal; professional development tasks and/or self-reflection tasks and/or portfolio	N/A
LEVEL 7	R7000/UK MA	2-3	Journal; professional development tasks and/or self-reflection tasks and/or portfolio	N/A

The following should apply to all service learning and internship courses:

- No exams
- Learning Journals are required
- At Level 6, a number of formative assessments will be used and do not count towards the number of assessment items
- MA level assessment points will be driven by a greater presence of self-directed learning

Optional courses meet the agreed assessment norms for that course.

Grade Assessment Criteria/Marking Scheme

Assessment in the General Education Programme is done through a range of coursework, including practical tasks, individual and group project work, written assignments and oral presentations, and final exams.

There are three 'pass' grades (and 7 sub-categories of 'pass' grade) in the **General Education Programme**. The following general criteria are used to distinguish between these grades:

Marking scheme GEP

Descriptor	Alpha Grade	Equivalent GPA	Detailed descriptor
Excellent	A	4.0	<p>Grade A applies to an exceptional piece of work which demonstrates:</p> <ul style="list-style-type: none"> • a strong command of the knowledge, understanding and skills set out for the course of study • a well-developed grasp of the knowledge, understanding and skills meaningfully and effectively to problems and issues in a wide range of settings, as required for the level of the course <p><i>Outstanding work: A</i> <i>Superior work: A-</i></p>
	A-	3.7	
Good	B+	3.3	<p>Grade B applies to good work which demonstrates:</p> <ul style="list-style-type: none"> • a well-developed level of achievement of the knowledge, understanding and skills set out for the course of study, but with the potential for further development and improvement
	B	3.0	
	B-	2.7	

Descriptor	Alpha Grade	Equivalent GPA	Detailed descriptor
			<ul style="list-style-type: none"> the ability to apply the knowledge, understanding and skills well beyond a basic level, but with the potential for further development and improvement <p><i>Work approaching an A category: B+</i> <i>Very good work: B</i> <i>Good quality work: B-</i></p>
Average	C+ C C-	2.3 2.0 1.7	<p>Grade C applies to work which demonstrates:</p> <ul style="list-style-type: none"> basic competence over the knowledge, understanding and skills set out for the course of study, with the potential for a good deal of development and improvement the ability to apply the knowledge, understanding and skills at a basic level, with the potential for further development and improvement <p><i>Work showing signs of reaching above the average: C+</i> <i>Average work: C</i> <i>Work that is still struggling, but trying to achieve average standards: C-</i></p>
Below average/poor	D+ D D-	1.3 1.0 0.7	<p>Grade D applies to work which suggests:</p> <ul style="list-style-type: none"> a partial or nearly complete lack of knowledge, understanding and skills set out for the course of study little ability to apply the knowledge, understanding and skills required in order to fulfil the learning outcomes <p><i>Work which could improve enough to reach an average level with further effort: D+</i> <i>Very poor work, but shows a little evidence of understanding and effort: D</i> <i>Unsatisfactory work: D-</i></p>
Fail	F	0	<p>Grade F applies to work which:</p> <ul style="list-style-type: none"> has not been submitted or was submitted well beyond the deadline shows a total lack of knowledge, understanding and skills set out for the course of study

Descriptor	Alpha Grade	Equivalent GPA	Detailed descriptor
			<ul style="list-style-type: none"> • shows no ability to apply the knowledge, understanding and skills required in order to fulfil the learning outcomes <p><i>Failing work: F</i></p>

5. Programme Structure

5.1. B.A. (Hons) with Combined Studies

Richmond's General Education Programme is founded upon a small number (seven) of core curriculum courses, a breadth of optional courses students may choose from in the humanities and social sciences, and a wider breadth of optional courses from all discipline areas of the university including Business and Languages. Courses in Research in Writing provide students with key academic skills such as the interpretation and construction of arguments, research methods, and referencing. Transitions courses help students in preparing to become active participants in their academic career and engaged citizens in their communities. Courses in quantitative reasoning, scientific reasoning, creative expression, and a range of optional courses in the humanities and social sciences, provide students with a range of learning opportunities across the disciplines. The program therefore familiarizes students with and provides them with an appropriate level of knowledge across the academic disciplines while also preparing students for life during and after university.

Level	Courses
QCF Level 3	GEP 3180 Research and Writing I GEP 3100 Transitions I GEP 3101 Transitions II GEP 3140 Scientific Reasoning GEP 3160 Creative Expression GEP 3120 Quantitative Reasoning (for students without a MTH requirement in their major -- students WITH an MTH requirement in their major substitute that requirement for GEP 3120)
FHEQ Level 4	GEP 4180 Research and Writing II
QCF Level 3 and/or FHEQ Levels 4 and 5 (depending on personal choice and credit level requirements (see below))	Humanities & Social Sciences Option (see list) * Option I ** Option II ** * Cannot be double-dipped with major requirements. **Any 3000, 4000, 5000 course not used to fulfil a major requirement

		US Credits	UK Credits
GENERAL EDUCATION REQUIREMENTS (Total)		27*/30	108*/120
Level 3			
GEP 3180	Research and Writing 1	3	12
GEP 3100	Transitions I	3	12
GEP 3101	Transitions II	3	12
GEP 3140	Scientific Reasoning	3	12
GEP 3160	Creative Expression	3	12
GEP 3120	Quantitative Reasoning (for students without a MTH requirement in their major – *students WITH a MTH requirement in their major substitute that requirement for GEP 3120)	3	12
FHEQ Level 4			
GEP 4180	Research and Writing II	3	12
plus one of the following from Humanities and Social Sciences (may not overlap with a course used to fulfil a major requirement):		3	12
AMS 3100	Foundations of American Studies		
COM 4100	Intercultural Communications		
DEV 3100	Development and Culture		
DEV 4100	Rich World/Poor World		
ECN 3200	Foundations of Economic Ideas		
ECN 4100	Introduction to Economics of Development		
ECN 4115	Modern Economic History		
HST 3200	World Cultural History		
HST 3205	The Global Cold War		
HST 4100	When Worlds Collide		
HST 4105	Versailles To Vietnam: US & the World		
INR 4100	Introduction to International Relations		
LIT 4200	Introduction to World Literature		
PHL 4100	Introduction to Philosophy		
PLT 3100	Foundations of Politics		
PLT 4100	Major Political Thinkers		
SCL 3100	Foundations of Sociology		
plus two options outside of student's major at 3000, 4000, or 5000 – when choosing these courses, students and advisors must take into account the overall University degree requirement that 120 UK credits must be completed at each of the FHEQ levels 4, 5 and 6. Courses taken at a higher level will not be permitted to “dip down” to satisfy credit requirements at a lower level.		6	24

NB. Students with a MTH requirement in their major will be exempt from GEP 3120 Quantitative Reasoning and therefore will be required to complete 27 US /108 UK credits in the General Education Programme. Students without a MTH requirement in their major will be required to complete GEP 3120 Quantitative Reasoning and therefore will be required to complete 30 US /120 UK credits in the General Education Programme.

6. Distinctive Features and Regulatory framework

The General Education Programme forms the 'Combined Studies' component of Richmond undergraduate degrees. The General Education Programme is distinctive in that it broadens the academic experience of the students as a consequence of Richmond's US Liberal Arts framework and General Education requirements, and deepens it through the sequence of course requirements within the programme. This balance between a core of requirements and a range of choices is a key characteristic of the US system of Liberal Arts undergraduate education. Developing this distinctive approach, the Richmond programme aspires to the best theory and practice from both sides of the Atlantic.

The *General Education Programme* is operated under the policy and regulatory frameworks of Richmond the American International University in London, the Middle States Commission on Higher Education, the *Framework of Higher Education Qualifications*, *UK Quality Code for Higher Education*, and The Open University policies and procedures for validated institutions.

The following sub-sections include the relevant University or institutional policy documents, where applicable.

6.1. Admissions

To be considered for admission, prospective students should:

- normally be at least 17 years old, have completed a minimum of 12 years of schooling, and hold the required grade(s) in a complete US high School Diploma, UK GCE A levels, or other UK or international qualifications deemed equivalent by the University, by the start of the programme;
- have completed an application via UCAS, the Common Application or direct to the University, including a personal statement and academic reference and supplying verification of existing academic and English language attainments as required by the University.

Further details of qualifications accepted and grades required may be found on the University website, noting that these are common to all BA programmes at the University and there is no requirement as to the subject of entry qualifications. Prospective students from the United States should note that SATs are optional but not required. Whilst not routinely required, prospective students may be invited to interview where this is considered necessary in order to fully consider their application.

Prospective students with specific levels of subject achievement in Advanced Placement Tests, GCE A Levels and some other UK and international qualifications may enter with Advanced Credit and be given exemption from certain courses of the programme. Normally, Advanced Credit may be given for a maximum of 30 out of the total 120 (US) credits necessary to complete the programme. The University also welcomes applications from prospective students with previous Higher Education study who, depending on subjects taken and grades achieved, may be given up to 75

Transfer Credits against the total 122 (US) credits necessary to complete the programme.

Students who are not nationals of a majority English-speaking country should normally have achieved CEFR level B2 in a secure English Language test acceptable to the University prior to entry to the programme. At the University's discretion, students in this category who are EEA nationals may be excused this requirement where they have recently undertaken a full time programme of study of at least 2 years duration with English as the medium of instruction.

Prospective students who do not meet the above academic and/or English language requirements may be permitted to enter this programme at the appropriate point after having first satisfactorily completed a Foundation Year and /or Academic English language programme at the University.

Further details of all of the above may be found at the appropriate page of the University website, where a comprehensive Admissions Policy and Summary of Practice document is also published (<http://www.richmond.ac.uk/admissions/>).

6.2. Assessment

A proper assessment of student learning and progression of skills gained is fundamental to the work of the University. Much of what shapes the University's perspective on this has already been mentioned within section 4.2, above, under Assessment Strategy, which has been shaped in accordance with the expectations outlined in Section B6 of the *UK Quality Code for Higher Education*.

The University is also in compliance with Standard 14 on 'Assessment of Student Learning', as laid out by the Middle States Commission on Higher Education. Standard 14 includes the following passages:

"The systematic assessment of student learning is essential to monitoring quality and providing the information that leads to improvement. Implemented effectively, the assessment of student learning will involve the shared commitments of students, administrators and academic professionals... Assessment is not an event but a process and should be an integral part of the life of the institution."

(<http://www.msche.org/publications.asp>).

6.3. Progression

Within the General Education Programme, Research and Writing I progresses into Research and Writing II and Transitions I progresses into Transitions II. Learning outcomes in each of these courses are level-specific, ensuring an appropriate structure of progression.

The General Education programme is also a part of the general progression of a degree student since the courses are designed to provide some of the skills needed to progress within their degree. Students are encouraged to consider a wide range of issues and are required to develop their understanding of essential building blocks for more complex courses in later semesters/years.

6.4. Placement

The Internship Office the University offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace. Participation in the internship programme is optional, but students who choose to take up a placement receive academic credit for their placement and associated academic work. For full details of the internship programme, please see: <http://www.richmond.ac.uk/internships/>

Expectations with regard to careers education, information, advice and guidance (as outlined in Section B4 of *The UK Quality Code for Higher Education*) are handled by the university's Student Affairs department. This department conducts a variety of career services for students, ranging from resource provision to a CV service, and in particular through the LEAD (Leadership, Education and Development) seminar series. For full details of career services offered to students at Richmond, please see: <http://www.richmond.ac.uk/career-services/>.

In addition to these services, the alumni office offers networking opportunities where students may contact alumni working in a variety of fields. The alumni office also offers these services via social media such as LinkedIn and Facebook. Please see: <http://alumni.richmond.ac.uk/>

6.5. Study abroad

Richmond classes benefit every semester through the arrival of study abroad students from colleges and universities within the United States. These students, who mostly enrol in classes at levels 5 and 6, very often bring with them a distinct set of values and approaches to learning that can be both enriching and challenging. Richmond faculty have the breadth of experience necessary with which to capitalise on the positive aspects of this class room dynamic. Please note that Study Abroad students register for classes *after* Richmond degree-course students have completed their registration process.

Richmond students have the option to take a leave of absence and travel away from the university as a 'study abroad'. In practice, however, very few students take this option up. It is more common for Richmond students to take a limited number of classes at other accredited colleges and universities during the summer, and then transfer these back to Richmond for inclusion toward their graduation requirements. All courses taken elsewhere must be pre-approved by the Office of Academic Affairs. All such courses are rigorously scrutinized, and only credit from appropriately accredited programmes, earned with a grade of C or above, are accepted for transfer. There are strict requirements regarding the number of courses and at what level may be taken outside of Richmond. Please see under "Graduation Requirements" in the *University Catalogue* at: <http://www.richmond.ac.uk/admitted-students/catalogues/>

6.6. Student support and guidance

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

Students admitted from Fall 2013 onwards have an on-line "Academic Plan" made available to them, which acts as an interactive degree planner, outlining degree requirements, and recording their completion – this enables students to track their progress towards their degree.

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

In accordance with the 2010 *Equality Act*, and with Chapter B4 of the *Quality Code*, Richmond 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 accommodated to ensure the quality of their educational experience meets their individual requirements – the university disability officer works with individual students to determine accommodations, and works with colleagues in the Academic Registry and the Schools to see that their needs are addressed. SEN students, for instance, receive extra time in examinations, and have the option of writing exams on university-provided computers, and/or of taking exams in a separate room. Please see: <http://www.richmond.ac.uk/student-life/support-for-students-with-disabilities/>

The University operates a well-staffed Student Affairs department headed by the Vice-President for Students that provides services intended to support and encourage student welfare, safety and development. This department oversees medical registration of students and provides counseling services. It also organizes a range of extracurricular activities and travel designed to further enhance students' educational experiences. The university Student Charter outlines responsibilities and expectations of both the students and the university, and the Conduct Code addresses expectations as to social conduct. Non-academic appeals and complaints and disciplinary incidents are overseen by the Student Affairs Department. For a full description of Student Affairs' activities, please see: <http://www.richmond.ac.uk/student-life/>

In its 2013 [IRENI review](#), Richmond was commended for "The care and attention paid to academic and pastoral support for international students throughout their association with the University".

Appendix I - Curriculum map

KNOWLEDGE and UNDERSTANDING

- A1 Reflects on the process and development of one's own learning
- A2 Demonstrates an awareness of cultural perspectives in a range of contexts
- A3 Demonstrates an understanding of key terminology in the area
- A4 Demonstrates an understanding of the historical context of the subject matter
- A5 Demonstrates an understanding of the contemporary context of the subject matter
- A6 Recognises a range of discipline specific approaches and methodologies
- A7 Recognises links between and amongst disciplines
- A8 Recognises the appropriateness of the research source to the task
- A9 Connects knowledge from one's own academic study to civic engagement

APPLICATION, DEVELOPMENT, TRANSFER

- B1 Uses self-reflection to make decisions about future courses of action
- B2 Demonstrates self-management skills that aid academic and personal development
- B3 Demonstrates the ability to work collaboratively in a team
- B4 Demonstrates the ability to work independently within a given framework
- B5 Demonstrates an understanding of how to apply defined areas of the knowledge base in practical settings
- B6 Demonstrates the application of a range of research methodologies
- B7 Demonstrates the ability to gather, organise and deploy ideas and information in order to evaluate their strengths and weaknesses
- B8 Applies critical analyses to further develop ideas and suggest solutions
- B9 Communicates effectively through a range of written outputs
- B10 Communicates effectively by oral means to a range of audiences
- B11 Exercises ethical judgement in relation to decision making
- B12 Demonstrates the ability to effectively utilise a range of technologies

General Education Programme from FA 2015

	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	
GEP 3180 Research & Writing I	x	x	x					x			x		x			x		x			x	
GEP 3100 Transitions: London Calling I	x	x			x			x	x	x	x	x	x		x			x	x			x
GEP 3101 Transition: London Calling II	x	x			x				x	x	x	x	x	x		x	x	x	x	x	x	x
GEP 3120 Quantitative Reasoning			x	x	x	x	x							x		x	x					
GEP 3140 Scientific Reasoning			x	x	x	x	x									x	x				x	
GEP 3160 Creative Expression		x	x	x	x	x	x							x			x				x	
GEP4180 Research & Writing II	x	x	x			x		x			x		x		x	x	x	x				x
* Humanities and Social Science Option (choose from list)		x	x	x	x											x	x					
** Option 1			x			x																
** Option 2			x			x																

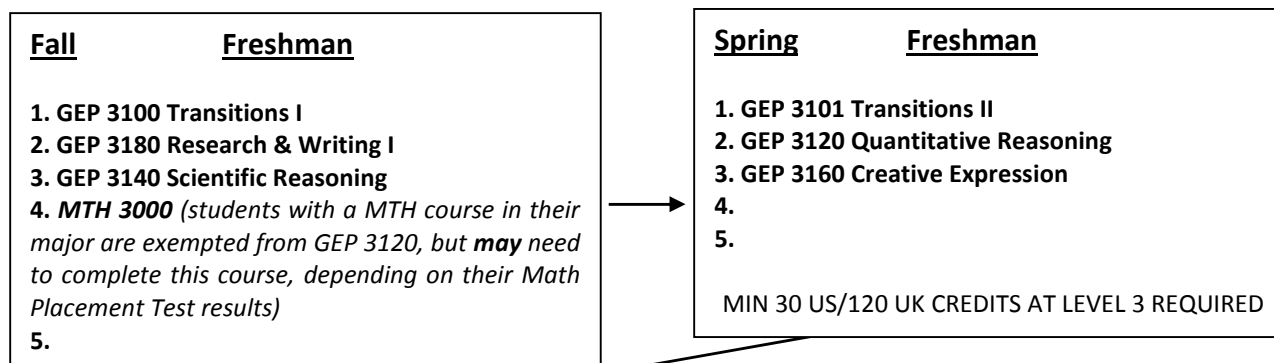
* Cannot be double-dipped with major requirements.

** Any 3000, 4000, 5000 course not used to fulfil a major requirement

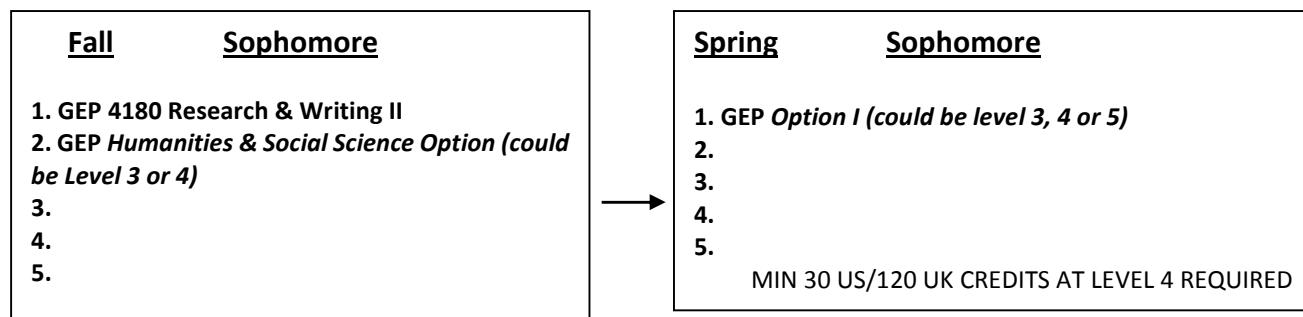
Appendix II – Programme Structure

Possible Degree Schema: *General Education Programme*. (Note: Based on a Freshman entering Richmond with no Transfer Credit)

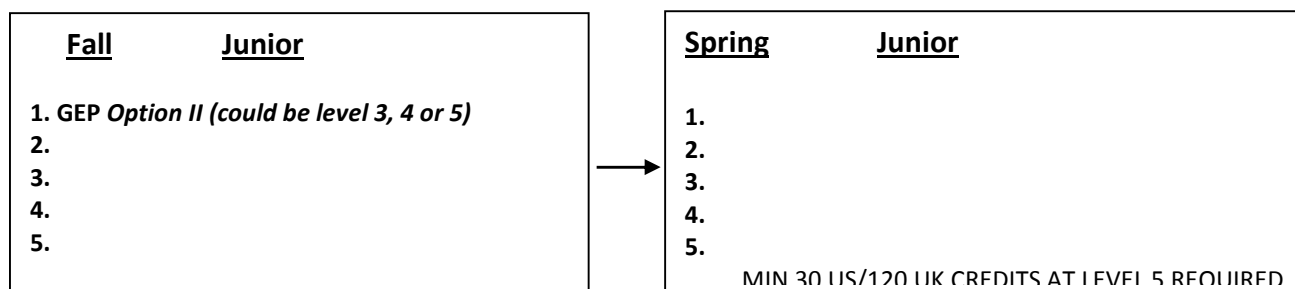
YEAR ONE:



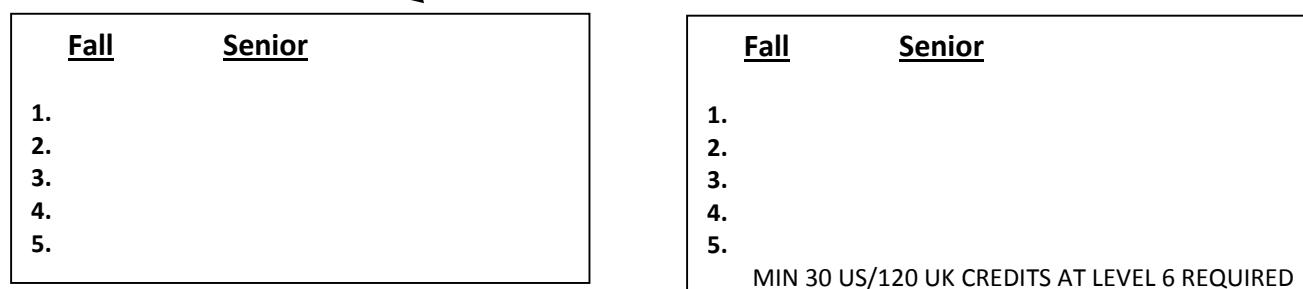
YEAR TWO:



YEAR THREE:



YEAR FOUR:



Example 1: BA (Hons) Economics with Combined Studies

(Note: Based on a Freshman entering Richmond with no Transfer Credit)

YEAR ONE:

Fall	Freshman
1.	ECN 3200 Foundations of Economic Ideas
2.	MTH 3000 (if the student needs to complete it) or Option: GEP (if done at level 3) or elective/minor
3.	GEP 3100 Transitions I
4.	GEP 3180 Research & Writing
5.	GEP 3140 Scientific Reasoning

Spring	Freshman
1.	MTH 3111 Functions and Applications
2.	GEP 3101 Transitions II
3.	GEP 3160 Creative Expression
4.	Option: GEP or GEP Humanities Social Sciences (if done at level 3) or elective/minor
5.	Option: GEP (if done at level 3) or elective/minor
<i>MIN 30 US/120 UK CREDITS AT LEVEL 3 REQUIRED</i>	

YEAR TWO:

Fall	Sophomore
1.	ECN 4100 Introduction to Economics of Development
2.	ECN 4105 Introduction to Microeconomics
3.	ECN 4115 Modern Economic History
4.	MGT 4205 Computer Applications in Management
5.	MTH 4110 Calculus with Applications

Spring	Sophomore
1.	ECN 4110 Intro to Macroeconomics
2.	MTH 4120 Probability & Statistics I
3.	GEP 4180 Research and Writing II
4.	Option: GEP or GEP Humanities Social Sciences (if done at level 4) or elective/minor
5.	Option: GEP (if done at level 4) or elective/minor
<i>MIN 30 US/120 UK CREDITS AT LEVEL 4 REQUIRED</i>	

YEAR THREE:

Fall	Junior
1.	ECN 5100 Economics of Transition
2.	ECN 5105 Econ Problems of Developing Countries
3.	ECN 5205 Intermediate Microeconomics
4.	MGT 5210 Research Methods
5.	MTH 5120 Probability & Statistics II

Spring	Junior
1.	ECN 5200 Public Economics
2.	ECN 5210 Intermediate Macroeconomics
3.	ECN 5215 Econometrics I - Principles
4.	Option: GEP (if done at level 5) or elective/minor
5.	Major option from Level 5 list
<i>MIN 30 US/120 UK CREDITS AT LEVEL 5 REQUIRED</i>	

YEAR FOUR:

Fall	Senior
1.	ECN 6215 Econometrics II – Applied Econometrics
2.	ECN 6205 Behavioural Econ
3.	Major option from Level 6 list
4.	FNN 6200 Money and Banking
5.	Major option from Level 6 list

Spring	Senior
1.	ECN 6297 Senior Project (6US/12 UK credits)
2.	ECN 6210 International Economics
3.	Major option from Level 6 list
4.	Major option from Level 6 list
<i>MIN 30 US/120 UK CREDITS AT LEVEL 6 REQUIRED</i>	

Example 2: BA (Hons) American Studies with Combined Studies.

(Note: Based on a Freshman entering Richmond with no Transfer Credit)

YEAR ONE:

Fall	Freshman
1.	SCL 3100 Foundations of Sociology
2.	GEP 3180 Research & Writing I
3.	GEP 3100 Transitions I
4.	GEP 3140 Scientific Reasoning
5.	Option: GEP or GEP Humanities Social Sciences (if done at Level 3) or elective/minor

Spring	Freshman
1.	AMS 3100 Foundations of American Studies
2.	PLT 3105 Comparative Political Systems
3.	GEP 3101 Transitions II
4.	GEP 3160 Creative Expression
5.	GEP 3120 Quantitative Reasoning
<i>MIN 30 US/120 UK CREDITS AT LEVEL 3 REQUIRED</i>	

YEAR TWO:

Fall	Sophomore
1.	AVC 4205 Intro to Visual Culture
2.	HST 4100 When Worlds Collide
3.	GEP 4180 Research and Writing II
4.	Option: GEP or GEP Humanities Social Sciences (if done at Level 4) or elective/minor
5.	Option: GEP (if done at Level 4) or elective/minor

Spring	Sophomore
1.	HST 4105 Versailles to Vietnam
2.	INR 4100 Introduction to International Relations
3.	FLM 4205 Film in the Americas
4.	Option: GEP (if done at Level 4) or elective/minor
5.	Option: GEP (if done at Level 4) or elective/minor
<i>MIN 30 US/120 UK CREDITS AT LEVEL 4 REQUIRED</i>	

YEAR THREE:

Fall	Junior
1.	AMS 5200 Power in the Americas
2.	COM 5205 Cultural Theory
3.	FLM 5200 Mainstream Cinema
4.	Option: GEP (if done at Level 5) or elective/minor
5.	Option: GEP (if done at Level 5) or elective/minor

Spring	Junior
1.	INR 5400 US Grand Strategy or PLT 5400 Politics in the USA
2.	Major option from Level 5 list
3.	SCL 5200 Social Research
4.	Option: GEP (if done at Level 5) or elective/minor
5.	Option: GEP (if done at Level 5) or elective/minor
<i>MIN 30 US/120 UK CREDITS AT LEVEL 5 REQUIRED</i>	

YEAR FOUR:

Fall	Senior
1.	AMS 6296 Senior Seminar I
2.	AMS 6200 Contemporary American Culture
3.	LIT 6200 American Writers Abroad
4.	Major option from Level 6 list
5.	Major option from Level 6 list

Spring	Senior
1.	AMS 6297 Senior Seminar II
2.	HST 6220 US History Since 1972
3.	AMS 6205 The American Presidency
4.	Major option from Level 6 list
5.	Major option from Level 6 list
<i>MIN 30 US/120 UK CREDITS AT LEVEL 6 REQUIRED</i>	