



Guide to course approval/ validations
2019-20

Message from Vice President (Education) of the Students' Union

The involvement of students in our approval and validations process champions continuing student engagement with academic life at Royal Holloway, evidencing our innovative and inclusive approach that stands us out amongst other institutions – taking into account the feedback from our students at the very inception of course creation and acting upon this in a meaningful manner.

As a result of paying tuition fees to study with us, students are becoming increasingly engaged with their academic interests. Therefore, it is only right to include them in the development of new courses and courses, as empowering students to have an active say in their education provides an opportunity for engaged and inspired academic reps to contribute to their own self-development, alongside validating courses that enhance students' academic experience and employability.

A revitalised academic representation system confirms that students are now not only the recipients of education, but the developers and co-creators. The desire of students to have a say in their own education has been evident, particularly through the work of the Vice President Education position, and this continues to increase. This affirms that the involvement of our students in the development of the curriculum is not just beneficial but also essential to a refined and engaging academic experience.

The feedback from staff and students involved in this process in previous years has been extremely positive and we believe that this enthusiasm and productivity will continue. This opportunity provides you with a fascinating insight into the way higher education works, allowing you to gain a plethora of transferrable skills, drive the direction of the modernisation and diversification of courses, and feel empowered to continue shaping the world around you.

With the enhancement of our academic representation system and continued engagement from our students, this is a fantastic opportunity for continued student involvement in curriculum design and one that has enormous potential to leave lasting impacts on the academic outcome and the students you represent, both current and in the future. It illustrates the potential in continuing and developing the partnership between Royal Holloway and RHSU in representing the academic interests of students, and opening the door for students' voices to be heard through innovative engagement.

Kate Roberts, Vice President (Education), Royal Holloway Students' Union

Message from the Head of the Academic Quality and Policy Office and the Head of Educational Development

Royal Holloway University of London thrives on the skills, expertise, and enthusiasms of its students, its staff, and the wider community. To further develop this vibrant culture, the 'Curriculum Consultants' project is enhancing our academic curricula by benefitting from our students' invaluable insights and contributions at all stages of their design. By ensuring that the aims, content, teaching, and assessment of our courses are the products of close collaboration between students, staff, and external experts, we will ensure that the aspirations and values of all are the foundations of our excellent education.

Marina Beck, Head of the Academic Quality and Policy Office

Mark Crompton, Head of Educational Development

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1. OVERVIEW OF COURSE APPROVAL AT THE COLLEGE

All courses of study offered by the College have to undergo an approval process prior to being offered to prospective students. These processes are well-established and ensure the following:

- That new courses at the outset meet the required standards and provide students with a high quality of learning opportunities;
- That amendments to current courses (revalidation) enhance the quality of learning and standards are maintained in terms of required learning outcomes at module and course level.

Proposals for new and revalidated courses of study are considered by a number of committees:

Academic Portfolio and Partnerships Committee

This Committee makes a decision about whether the (re)validation can proceed. This decision considers:

- the likely potential for recruitment of students;
- admissions requirements;
- target student numbers for the first five years of operation;
- resources required;
- timetabling requirements.

Validation Panel

The Panel considers academic approval of courses and makes recommendations in this regard to the relevant School Education Committee.

Membership of the Panel:

- (Deputy) Chair of the School Education Committee as Chair;
- two internal panel members, normally one from the School in which the new/ revalidated course will be delivered and one from another School;
- one external discipline specialist; and
- at least one student representative to provide a vital student-perspective.

Decisions of the panel include:

- that the course be (re-)validated;
- that certain conditions must be met before the course is approved to be delivered to students
- recommendations proposed for consideration by the course team as they deliver the course; these may or may not result in future amendments to the course or to some aspect of the provision.¹

See also Section 4 below.

¹ For more details: <https://intranet.royalholloway.ac.uk/staff/teaching/agpo/validations.aspx>

2. EXTERNAL BENCHMARKS

2.1 UK Quality Code

Higher Education Institutions (HEIs) who wish to offer courses of study need to ensure that these meet the expectations set out in the [UK Quality Code for Higher Education](#) of the Quality Assurance Agency (QAA). This code,

Is a key reference point for UK higher education, protecting the public and student interest, and championing UK higher education's world-leading reputation for quality. It enables providers to understand what is expected of them and what to expect from each other.

It consists of the following three elements:

- (1) **Expectations** - express the outcomes providers should achieve in setting and maintaining the standards of their awards, and for managing the quality of their provision.
- (2) **Practices** - represent effective ways of working that underpin the delivery of the Expectations, and will deliver positive outcomes for students. These include:
 - **Core practices** that must be demonstrated by all UK higher education providers as part of assuring their standards and quality
 - **Common practices** that will be applied by providers in line with their missions, their regulatory context and the needs of their students. These are practices common to the underpinning of quality in all UK providers but are not regulatory requirements for providers in England.
- (3) **Advice and guidance** - help established and new providers to develop and maintain effective quality assurance practices.

2.2 Competition and Markets Authority

In March 2015 the Competition and Markets Authority (CMA) published consumer law advice for HE providers to help them understand their responsibilities under consumer protection law with particular reference to the information provided to undergraduate students about courses of study and associated costs.² The College provides a course specification for each course of study, which

- are provided to applicants at the point the College makes them an offer of a place;
- include the required information about the course structure;
- detail information on extra costs which the student may have to incur during their studies, over and above their fees.

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/428549/HE_providers_-_advice_on_consumer_protection_law.pdf and <https://www.gov.uk/cma-cases/consumer-protection-review-of-higher-education>

The course specifications form part of the paperwork considered as part of the (re-) validation of a course. Although the focus of the CMA advice is on prospective undergraduate students, the College's view is that the guidance should apply equally to information that the College provides for postgraduate taught and taught doctoral students.

2.3 Professional, Statutory and Regulatory Bodies

A number of current courses at the College have been accredited by external Professional, Statutory and Regulatory Bodies (PSRBs). This means that the courses not only meet the requirements set by the QAA but also meet additional external requirements which may qualify graduates to work in certain professions, e.g. courses in Psychology have accreditation from the Health Care and Professions Council and the British Psychological Society. PSRBs will normally only accredit new courses once they have run for one or two years. However, it is important when validating a course for which accreditation will be sought, to ensure that any PSRB requirements are met from the outset.

3. STRUCTURE OF COURSES

3.1 Structure of undergraduate courses

Undergraduate Bachelor's courses

Full time study – 3 years		Part-time study – 6 years
120 credits per year, 360 in total		60 credits per year, 360 in total
Modules worth 15 or 30 credits		
Nomenclature	Clarification	
Mandatory (condonable fail)*	Courses that you must take but do not have to pass to progress to the next stage of your course or to qualify for a particular degree title	
Mandatory (non-condonable fail)	Courses that you must take and must pass for progression to the next stage of your course or to qualify for a particular degree title	French degree: students must pass the first year French language course in order to progress to the second year, and in the final year must pass the French language course to be awarded a BA Modern Languages (French). Specialist pathway: For a BSc Management with marketing a student must have passed a certain number of courses in marketing
Optional (Condonable fail)*	Most courses have groups of optional courses to choose from. These do not have to be passed for progression or degree title. For some minor/ combined degree titles (e.g. English with	These may also include courses in other departments across the College and even, where possible, courses at some other colleges of the University of London.

	Philosophy) students are required to pass a certain number of credits in optional courses to qualify for the degree title.	
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Undergraduate Bachelor's courses with a year out to work in business/industry, study abroad and/ or volunteer

Full time study – 4 years	
120 credits per year (years 1,2 and 4)	
Modules worth 15 or 30 credits	
Year in business – students complete a work related project – 30 credits (13 th unit) International year – students take 120 credits abroad - converted to a grade for 30 credit (13 th unit)	
Nomenclature	Clarification
13 th unit	Such courses have a 13 th unit; students are given credit for the extra year, e.g. through completion of a report, or in recognition of courses taken while studying abroad. This extra unit forms part of the final year degree average.

Undergraduate Bachelor's courses that involve a modern foreign language as a major or half component

Full time study – 4 years	
120 credits per year (years 1,2 and 4)	
Modules worth 15 or 30 credits	
Period of residence abroad (year 3) – 30 credits plus 30 credits on return as below	
Nomenclature	Clarification
Period of residence abroad (PRA)	Students can study or work while abroad and receive 30 credits for this. They also complete an oral examination on return and receive 30 credits for that. The extra 60 credits form part of the second year degree average.

Integrated Masters courses (essentially a Bachelor's course plus a year at Master's level)

Full time study – 4 years	
120 credits per year, 480 in total	
Modules worth 15 or 30 credits	
Options	Clarification
Some include an option of an integrated year in industry/ business	Students can work in business/industry, usually between their second and third year, and receive 30 credits for this which counts towards the third year of the course. This increases the course to 5 years. See above in terms of requirements

With all the degrees above it is assumed that as students move through the years from first year (Level 4) to final year (Level 6 in the case of Honours degrees or level 7 in the case of integrated Masters), the knowledge and understanding they gain increases in depth, breadth and complexity, as do the skills. (See also below).

3.2 Structure of postgraduate taught courses

Full time study – one calendar year (52 weeks), September to September	
Part-time study –College regulations permit up to five years to complete such courses on a part-time basis.	
180 credits at Level 7	Modules worth 10, 20 or 30 credits
120 credits are taught courses, 60 credits are for the dissertation/project (in line with national guidance)	
Students normally complete taught courses during the autumn and spring terms and then work over the summer term and summer vacation period on their dissertation, which is submitted in early September.	
Result	Classification
Failed dissertation	Students can be awarded a Postgraduate Diploma if they have passed all taught courses (120 credits)

3.3 Structure of taught doctoral courses

The College currently offers two taught doctoral courses in Egham. One of these includes taught modules which need to be passed before the student is permitted to start work on the thesis element of the course. Having passed taught courses to the value of 120 credits the student can choose to take an exit award of a Postgraduate Diploma, and with the addition of a project worth 60 credits could exit with a Master's award.

3.4 Modules

3.4.1 Credit value and notional learning hours (NLHs)

As mentioned above all courses of study consist of modules which have an associated credit value. What this means is that students who have successfully met the learning outcomes of the course based on their assessed work are deemed to have passed the course, and are awarded credit towards their degree.

Notional learning hours (NLHs) for a module	Reflect a combination of hours a student is expected to be present in scheduled teaching sessions (e.g. in lectures, seminars), and also the hours that they are expected to spend studying independently.
1 credit = 10 notional learning hours	15 credits = 150 notional learning hours

3.4.2 Level of Study

As alluded to above modules are designed to be offered at a particular level:

Level 4	First Year
Level 5	Second Year
Level 6	Final year of study for an Honours Degree

Level 7	Final year of an integrated Master's degree (MSci/ MEng), and postgraduate taught level (MA/ MSc)
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3.4.3 Learning outcomes

Every module, and indeed each course as a whole, needs to have learning outcomes. These should define what a learner will have acquired (knowledge and understanding) or what they will be able to do (skills) on completion of the module or course as a whole. The learning outcomes should be achievable, measurable and assessable.

Examples of good learning outcomes

Latin

Demonstrate a knowledge of basic Latin grammar and syntax

Computer Science

Calculate the complexity of basic algorithms

Management

Demonstrate independence and originality in developing problem-solving skills and applying them

English

Produce clear, accurate, artistically coherent and technically sophisticated written work, which articulates a combination of research and creative ideas

4. VALIDATION PROCESS

4.1 Formal event

As mentioned above the College, as a UK HEI, has to meet the expectations of the QAA UK Quality Code, in particular the following 4 expectations on the standards of awards and quality of the academic provision. These also represent four of the five conditions that have to be met for registration of the College with the Office for Students.

Expectations for standards

- The academic standards of courses meet the requirements of the relevant national qualifications framework.
- The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

Expectations for quality

- Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

4.2 Panel composition and roles

The validation panel includes:

- (Deputy) Chair of School Education Committee as Chair;
- two internal panel members, normally one from the School in which the new/ revalidated course will be delivered and one from another School;
- an external advisor who provides written feedback for the event. They are external to the College and has the necessary discipline specific expertise to comment on the content, teaching, learning and assessment being proposed.
- a student representative as a full member of the panel

The roles of various members of the panel are set out in a separate document. The role of the student representative is to provide:

- a student perspective on the course to be delivered and the academic and pastoral support to be provided based on reading of the course documentation;
- input from a student perspective on issues raised during the validation meeting;
- input on the quality of the course information to be provided to applicants and students.

4.3 Course documentation

In order for the validation panel to approve a course it needs assurance that:

- I. it has been designed in such a way that it from the outset meets the required standards, and
- II. it provides students with a high quality of learning opportunities.

The following documentation is provided:

- The course specification: a high level document which sets out the overall aims and learning outcomes of the course in terms of knowledge/understanding and the skills (subject-specific, general and transferable) to be gained, an overview of the teaching and assessment approaches, and high level details of the course structure.
- A Module specification for all mandatory modules and all, or a selection, of module specifications or optional or elective modules.
- A Student handbook, based on the College's handbook template, which the panel would expect to include the marking criteria to be used for assessing different types of work (e.g. presentations, essays).
- A dissertation handbook (optional).
- Where the course includes a year in business, a handbook which sets out expectations of the student and the department in overseeing the placement.
- Where the course includes a period of residence abroad, a handbook.
- For courses on offer in certain science subjects, e.g. Geography, Earth Sciences, it may be appropriate for the validation panel to also have sight of handbooks relating to field work or laboratory work as appropriate.
- If the intention is to seek accreditation for the course in the future, the requirements of the relevant PSRB.

The panel will also be given links to the Quality Code and subject benchmarks or award characteristics which are relevant to the course.³

4.4 Decisions of the panel

4.4.1 Standards of award

The validation panel has to assure itself that the course under consideration meets the expectations for standards set out in 4.1 above. More specifically this means ensuring that the course meets:

- the standards for the award as set out in the Quality Code, e.g. does the undergraduate course meet the standards set out for an honours award in terms of the knowledge and understanding to be gained and the skills to be developed (See Appendix A).
- subject benchmark statements, primarily for undergraduate awards, which set out the knowledge and understanding and skills that graduates should have developed for the award of a degree in a particular subject, as well as learning, teaching and assessment methods that are appropriate for the subject. For example, a graduate of a creative writing degree may be expected to have acquired knowledge of 'the range of relevant contemporary writing, together with a comprehensive grasp of literary history; this includes awareness of major writers and critical approaches', they should be able to 'communicate orally and through the written word concrete ideas' and abstract concepts', and be able to 'present information to a professional standard, appropriate to context'. The course should have built into it opportunities for ongoing assessment, which involves tutor and peer assessment as well as self-critique.⁴
- any additional requirements in terms of both expected knowledge/ understanding and skill set if the proposed course is to be accredited by a Professional, Statutory or Regulatory Body in future.

4.4.2 Quality of Academic provision

The validation panel has to assure itself that the course under consideration meets the expectations for quality as set out in 4.1 above. The duty of the panel is to assess whether students admitted to the course of study are supported academically and pastorally during their studies to achieve the best possible degree outcomes and the skills required to maximise their chances of employment.

The *RHUL Curriculum Audit Tool* in Appendix B is provided to the panel to assist them in establishing whether the course meets external as well as College curriculum requirements.

4.5 Validation outcomes and process

The validation panel makes one of the following decisions:

Decision of panel	Follow on activity
Approved with no conditions (possibly with recommendations)	The Panel signs off the validation. The School Education Committee approves the

⁴ <http://www.qaa.ac.uk/en/quality-code/subject-benchmark-statements>

	recommendation of the validation panel for the course to be delivered
Approved with conditions (possibly with recommendations)	The course team is given one month in which to address the conditions set. Assuming the Chair of the panel is satisfied that these have been met the validation is signed off. The School Education Committee approves the recommendation of the validation panel for the course to be delivered
Not approved	The Panel will give the course team guidance on what amendments need to be made for the course to be re-considered for validation. Normally a second validation event will need to be held.

APPENDIX A⁵

General characteristics of a Bachelor's degree with Honours⁶

The descriptor provided for this level of the Framework for Higher Education Qualifications is for any bachelor's degree with honours which should meet the descriptor in full.

Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem | communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

And holders will have the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

⁵ As the revised UK Quality Code is still under development, the three descriptors outlined here are taken from *Part A: Setting and Maintaining Academic Standards* of the old UK Code, which is current until November 2018.

⁶ <http://qaa.ac.uk/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards>

General characteristics of a Master's degree⁷

The descriptor provided for this level of the frameworks is for any master's degree which should meet the descriptor in full.

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student: -
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences I demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development.

Much of the study undertaken for master's degrees is at, or informed by, the forefront of an academic or professional discipline. Successful students show originality in the application of knowledge, and they understand how the boundaries of knowledge are advanced through research. They are able to deal with complex issues both systematically and creatively, and they show originality in tackling and solving problems. They have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

⁷ <http://qaa.ac.uk/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards>
http://qaa.ac.uk/docs/qaa/quality-code/master-s-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10

General characteristics of a doctoral degree⁸

Doctoral degrees are awarded to students who have demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able to:

- make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences
- continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

And holders will have:

the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments

Doctoral degrees are awarded for the creation and interpretation, construction and/ or exposition of knowledge which extends the forefront of a discipline, usually through original research.

Holders of doctoral degrees are able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding. Holders of doctoral degrees have the qualities needed for employment that require both the ability to make informed judgements on complex issues in specialist fields and an innovative approach to tackling and solving problems.

Doctoral courses that may have a substantial taught element in addition to the research component (for example, professional doctorates), lead usually to awards which include the name of the discipline in their title (for example, EdD for Doctor of Education or DCLinPsy for Doctor of Clinical Psychology). Professional doctorates aim to develop an individual's professional practice and to support them in producing a contribution to (professional) knowledge.

The titles PhD and DPhil are commonly used for doctoral degrees awarded on the basis of original research.

Achievement of outcomes consistent with the qualification descriptor for the doctoral degree normally requires study equivalent of three full-time years.

⁸<http://qaa.ac.uk/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards> and http://qaa.ac.uk/docs/qaa/quality-code/doctoral-degree-characteristics-15.pdf?sfvrsn=50aef981_10

APPENDIX B

The RHUL Curriculum Audit Tool

Modules and Courses

(Previously Course Units and Programmes)

Title of new/ revalidated course:

Document completed by:

For each question do not just answer *yes/ no* but provide evidence from modules to support your answer.

Celebrating Diversity in the Curriculum	
Does the curriculum content cover a diverse range of viewpoints? Does the curriculum have an international perspective? Are any viewpoints lacking?	
Is the curriculum content designed to appeal to students from a wide range of backgrounds, e.g. from different cultural and national groups, those speaking different languages, etc? Could any students feel excluded?	
Are the teaching methods (lectures, seminars, fieldwork, practical, placement learning, on-line etc.) designed to accommodate students from a wide range of backgrounds and with varying needs? Is this also true for the assessment types (exams, coursework, essays, quizzes, reports, presentations, performances, etc.)? Is there any over-emphasis on one, or a few, approaches?	

<p>When considering a whole course (previously programme): Is diversity of content, viewpoints, and educational approaches embedded throughout the course?</p> <p>Do the elective elements of the course allow students a variety of 'pathways' to match their diverse backgrounds and preferences?</p> <p>When considering a module (previously course unit), does this module fit 'in balance' with the other elements of the course(s) when considering the above prompts?</p>	
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Assessment and Feedback in the Curriculum	
<p>Are there enough planned opportunities for students to obtain feedback on their progress during the course of an academic year? This could be by way of feedback on contributions in classes, or written and/ or verbal feedback on assessments. It could be on-line.</p> <p>Will the feedback be timely, allowing students to develop their skills before the next assessment(s) across and within modules in a particular year?</p>	
<p>Are the assessment tasks designed to effectively evaluate the appropriate skills as detailed in the learning outcomes for a module?</p> <p>Do the diverse assessment tasks give all students a fair opportunity to evidence their learning?</p>	
<p>Is there a fair assessment load: enough to provide opportunities to evidence learning, but not over-burdening?</p> <p>Are the assessment timings managed to prevent un-necessary clashes?</p>	

<p>Are assessments designed to ensure the highest levels of academic integrity? Does assessment design preclude opportunities for submitting work from third parties, plagiarism, or inappropriate collusion?</p> <p>Are strategies such as invigilated examination, the use of similarity detection software (e.g. Turnitin), the use of personalised assignments, tracking assignment development, etc., used where appropriate? Please note, this is not an exhaustive list of suggestions.</p>	
<p>When considering a whole course (programme): Is there a balance of assessment approaches throughout the course, without an over-reliance on particular formats?</p> <p>Do the various pathways through the course, based on elective choices, ensure that graduating students have met all of the course-level learning outcomes?</p> <p>When considering a module (course unit), does this module fit 'in balance' with the other elements of the course(s) when considering the above prompts?</p>	

Professional Development in the Curriculum	
<p>Do the activities develop students' skills for diverse choices in future employment? Do they provide experiences of workplaces and/or workplace skills and practices?</p> <p>Are professional skills integrated and clearly signposted across the curriculum to ensure access for all students?</p>	
<p>Do students obtain guidance and feedback on their professional skills development?</p> <p>Is the development of professional skills assessed?</p>	

<p>Do students have the opportunity for guided reflection on their progress? Do they plan their future development needs and aspirations?</p> <p>Are there good links with the Careers and Employability Service, and employers?</p>	
<p>When considering a whole course (programme): Is there an evident progression in how future choices are considered and supported? Is there use of the 3 elements of the RHUL Career Aspiration Strategy ('Evaluate', 'Explore' and 'Enact') to support student progression? Is there a clear 'Skills Spine' in the curriculum, through which students progressively develop their skills in each academic year?</p> <p>When considering a module (course unit), does this module fit 'in balance' with the other elements of the course(s) when considering the above prompts?</p>	

The Research-Led Curriculum	
<p>Do students have opportunities to learn about the latest research findings in their field?</p>	
<p>Do students learn about the research approaches relevant to their field?</p> <p>Are the links between research skills and professional skills made clear?</p>	

<p>Do students design and perform their own research projects, for example typically in the final year of undergraduate study?</p> <p>Are the links between research experience and professionalism made clear?</p>	
<p>When considering a whole course (programme): Is there a clear 'Research Spine' in the curriculum, through which students progressively develop their research skills in each academic year?</p> <p>When considering a module (course unit), does this module fit 'in balance' with the other elements of the course(s) when considering the above prompts?</p>	

Academic Support in the Curriculum	
<p>Are students provided with support in developing their academic skills through activities in the curriculum? These might include writing in different styles, maths and statistics, information technology, giving presentations etc.</p>	
<p>Are students provided with support in developing their academic skills through Personal Tutor meetings?</p>	
<p>Are students provided with support in developing their academic skills by 'central' departments (e.g. CeDAS, Library etc.)?</p>	

When considering a whole course (programme):

Are academic skills developed in a timely way throughout the course, to ensure students are well prepared for upcoming tasks and assessments?

Is there good academic skills preparation for particularly high-stakes assessments, such as dissertations?

When considering a module (course unit), does this module fit 'in balance' with the other elements of the course(s) when considering the above prompts?