Royal Holloway, University of London
Course specification for an undergraduate award
BSc Biology with Integrated Foundation Year (C10F)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found here. Further information on the University's Admissions Policy can be found here.

Your degree course in Biology with an integrated Foundation Year is delivered in four stages, each of which comprises one year of full-time study, or two years of part-time study (years 1-3 only), during which you must follow modules to the value of 120 credits. The curriculum offers a diverse range of modules and flexibility. It is based around a core of mandatory modules running across all three years, providing essential training in systematic and quantitative techniques and offering a combination of animal and plant-based modules, together with an individual research project in Stage three. The degree offers significant flexibility, to tailor the course towards individual interests in animals or plants, organismal or molecular studies, or to retain the broad-based approach.

"Year 0", the Foundation Year, prepares you for university study by offering a rigorous introduction to university-level study methods and skills transitioning from FHEQ level 3 to FHEQ level 4. It provides progressive structures in which you can gain ever-wider knowledge and understanding of approaches to scientific study and your chosen degree subject, together with embedded practice and study skills, leading towards increasingly discipline specific activities in the practical laboratories or individual project modules which facilitate greater levels of specialisation and individual choice. The modules are assessed by a mixture of coursework, written and practical exams.

Stage one comprises 4 mandatory modules (60 credits) that seek to provide grounding for the study of biological sciences at degree level, with a foundation in the core areas of Cell Biology and Genetics, and a module on the Green Planet: Plants and Our Future. Optional modules (totalling 60 credits) can be selected from a range that includes Biomes and Ecosystems, Vertebrate Evolution and Diversity, Biology in a Changing World, Physiology, Chemistry, and Biochemistry. Stage one also includes a strong element of laboratory and field training, with practical work in all modules, as well as providing support with the skills necessary for the study of biological sciences. In **Stage two**, you take 2 mandatory modules to the value of 30 credits building on foundations laid in Stage one and choose 6 modules (90 credits) from the extensive range of 15-credit options available. Options range from organismal subjects such as Invertebrate Biology and Animal Behaviour, to molecular subjects such as Neuronal and Cellular Signalling and Natural Product Biochemistry and Sustainability. Other options include two intensive field-based modules, with Practical Field Ecology conducted locally, and Marine Biology offered as a residential field module in Scotland. The modules taken in Stage 2 provide a basis for research-led specialist options in stage three. **Stage three** requires you to take 2 mandatory modules to the value of 45 credits and choose the remaining 5 modules (75 credits) from a list of diverse 15-credit options. These include modules as diverse as Extreme Animal Physiology, Marine Ecology and Biodiversity, Medical Biochemistry and Seed Biology. Two overseas field courses are also offered. Most of the Stage 3 modules closely reflect the research interests of members of staff who are all specialists in their fields. You complete an individual research project, which provides training in a specialised research area and also in generic skills such as independent working, literature searching, report writing, use of word processing, graphics and statistics. The project is regarded as your graduate capstone experience, as it is the culmination of your training in experimental design, research techniques, data analysis and presentation.

The course provides coverage across a range of modern animal and plant, organismal and molecular topics, and involves training in a variety of practical techniques and skills relevant to research in the biological sciences. The system is also flexible and allows you to transfer to other degree streams within the Department up to the start of the second term, or indeed (depending on the options chosen) up to the start of the second year. You can also take up to 30 credits outside of the Department of Biological Sciences, but within other Science Departments during stage two or three. Options are selected in consultation with your Personal Tutor and the Director of Teaching/Department Lead in UG Education.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.
Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Section 2 – Course details			
Date of specification update	May 2024	**Location of study**	Egham Campus
Course award and title	BSc Biology with Integrated Foundation Year	**Level of study**	Undergraduate
Course code	3668	**UCAS code**	C10F
Year of entry	2025/26		
Awarding body	Royal Holloway, University of London		
Department or school	Department of Biological Sciences School of Life Sciences and the Environment	**Other departments or schools involved in teaching the course**	N/A
Mode(s) of attendance	Full-time Part-time (stages 1 – 3 only)	**Duration of the course**	4 years or 7 years (if studying part time). Stages 1-3 are available in part time mode.
Accrediting Professional, Statutory or Regulatory Body requirement(s)	You must pass the BS3010 Individual Research Project to qualify for an Honours Degree in Biology; this is a requirement of the Royal Society of Biology for an accredited degree.		
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	**For queries on admissions:**	https://royalholloway.ac.uk/applicationquery

Section 3 – Degree course structure					
3.1 Mandatory module information **The following table summarises the mandatory modules which students must take in each year of study**					
Year	**Module code**	**Module title**	**Credits**	**FHEQ level**	**Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC**
0	FY0021	Global and Planetary Health	15	HE Level 0	MC
0	FY0012	Introduction to Foundation Life Sciences and the Environment	15	HE Level 0	MC
0	FY0013	Foundation Mathematics for Life Scientists	15	HE Level 0	MC
0	FY0015	Environmental Science for Foundation Life Sciences	15	HE Level 0	MC
0	FY0017	Life Sciences II: Organ Systems	15	HE Level 0	MC
0	FY0014	Foundation Statistics for Life Sciences	15	HE Level 0	MC
0	BS0998	Foundation Practical Skills (Biological Sciences)	15	HE Level 0	MC
0	BS0999	Foundation Project (Biological Sciences)	15	HE Level 0	MC
1	BS1021	Becoming a Bioscientist	15	4	MC
1	BS1043	Green Planet: Plants and Our Future	15	4	MC
1	BS1071	Cell Biology and the Origin of Life	15	4	MC
1	BS1072	Genetics	15	4	MC
2	BS2120	Biological Data Analysis and Interpretation	15	5	MC
2	BS2160	Evolution	15	5	MC
3	BS3010	Individual Research Project	30	6	MNC
3	BS3190	Climate Change: Plants and the Environment	15	6	MC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered, or existing ones may be withdrawn. For example, where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

Year 0 – all modules are mandatory.
During stage one, you must choose options equal to the value of 60 credits from a list of stage one modules offered by the Department.
During stage two, you must choose options equal to the value of 90 credits from a list of stage two modules offered by the Department.
During stage three, you must choose options equal to the value of 75 credits from a list of FHEQ level 6 modules offered by the Department.

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's Academic Regulations.

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

To progress from the Foundation Year to Year One you must achieve a stage average of at least 40% and either pass 120 credits or pass modules to the value of between 90-105 credits achieve a Fail outcome of at least 30% in the remaining credits. Opportunities for resits are detailed in the Academic Regulations.

All first-year undergraduate students are required to take and pass the non-credit bearing Moodle-based Academic Integrity module SS1001 to progress into the second year of study (unless their course includes the alternative mandatory SS1000 module). The pass mark for the module assessment is stated in the on-line Academic Integrity Moodle module. Students may attempt the assessment as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the Academic Taught Regulations but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study.

Note for part-time study you will take:

Year 0:
The Foundation Year is not available for part-time study.

Stage one (a):
BS1021 Becoming a Bioscientist
BS1071 Cell Biology and the Origin of Life
BS1072 Genetics
BS1043 Green Planet: Plants and Our Future.

Stage one (b):
Options from the Stage one modules listed above.

Stage two (a):
BS2120 Biological Data Analysis and Interpretation
BS2160 Evolution
and choose options from the stage two modules listed above.

Stage two (b):
Options from the Stage two modules listed above

Stage three (a):
BS3010 Individual Research Project
BS3190 Climate Change: Plants and the Environment
and choose options from the Stage three modules listed above.

Stage three (b):
Options from the Stage three modules listed above

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's Academic Regulations.

Section 5 – Educational aims of the course

For the Foundation Year:

- to develop the mathematical and scientific skills needed for level 4 study in Biological and Earth Sciences;
- to equip you with the basic experimental, programming or practical techniques required for scientific degrees;
- to start the process of process of independent project work in science with support of expert academics;
- to put in context scientific knowledge and developments into a wider context of history, society and globalisation.

The aims of the Honours Degree course in Biology are to:

- provide a sound knowledge and understanding of the organismal and molecular principles of the subject through a core set of modules, and develop an insight into the current frontiers of knowledge, primarily through a series of specialised Stage 3 modules;
- develop, through a flexible and progressive structure, a range of subject-specific and transferable skills, including practical laboratory skills, fieldwork skills, self-management, information retrieval, communication and presentation skills, working with others, decision making and meeting deadlines, that equip you for future employment;
- provide experience of independent research through a final year project;
- produce graduates who can work safely and responsibly with biological materials, laboratory equipment and in the field.

Section 6 - Course learning outcomes

In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (*Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)*)

Theme	Course learning outcome	Level 3	Level 4	Level 5	Level 6
1. Graduates from this course will demonstrate KNOWLEDGE and CURIOSITY	Describe and discuss the key biological concepts and phenomena relevant to the Biomedical Sciences, from molecular to cellular, and from health to disease, and to do so confidently, accurately and in detail, using appropriate terminology. Be aware of the historical context, ethical issues and societal impacts of advances in Biomedical Sciences and appreciate the contribution of the field to the innovations that characterise the modern world and their potential future impact. (curiosity, sense making, critical thinking, integrity, communicating)	Demonstrate understanding of fundamental concepts in the subjects that underpin the study of biology, including maths. (curiosity, sense making)	Recall basic knowledge of key biological concepts in the subjects that underpin the understanding of bodily function and human disease, including chemistry, biochemistry, cell biology, genetics, and physiology. (curiosity, sense making) Demonstrate an appreciation of the historical context of subjects in the field and the global reach of the Biomedical Sciences, the impact on human life and the environment and the ethical considerations implicit in their application. (sense making; integrity)	Explain biomedical sciences phenomena in the human body in health and disease at molecular, cellular, organ and system levels, and explain how these systems function both biologically and clinically. (curiosity, sense making, communicating) Recognise the relationships and interfaces between Biomedical Sciences and other subjects, enabling efficient interactions in a multidisciplinary environment, and identify and discuss the application of Biosciences to solving current and future challenges in the world. (sense making, critical thinking)	Apply a comprehensive knowledge of concepts and phenomena in Biomedical Sciences including the molecular and cellular basis of a range of human diseases and disorders and the complexity of bodily function, and demonstrate evidence of enquiry beyond this. (sense making, curiosity) Critically assess the merits of contrasting subject-specific theories, paradigms, concepts and principles, and develop a reasoned argument to support their position on a topic using evidence from a range of published articles. (focussing, critical thinking, communicating) Engage with philosophical and ethical debates arising from current advances in the biosciences and their impact on society. (Integrity, communicating)

					Demonstrate awareness of the cutting-edge developments in the field and relevant interdisciplinary activity and the potential of Biomedical Sciences graduates to develop solutions to current and future challenges. (curiosity, sense making, critical thinking)
2. Graduates from this course will demonstrate PRACTICAL SKILLS and RISK AWARENESS	Select and carry out appropriate quantitative and qualitative practical, laboratory and computational techniques to solve problems relevant to the course, including consideration of the theoretical basis and limitations of various techniques, and be able to work safely with an awareness of the associated risks. (integrity, initiative, sense making, critical thinking, communicating, curiosity)	Demonstrate individual competency in a range of basic practical techniques relevant to the course. (integrity [self control])	Demonstrate individual competency in a selection of appropriate practical techniques relevant to the course. (integrity [self control]) Recognise Good Laboratory Practice and record data accurately. (communicating) Follow instructions to work safely and demonstrate awareness of the relevant risk factors involved in both biological and chemical laboratory activities. (initiative, sense making, critical thinking)	Demonstrate individual competency in a broad range of appropriate qualitative and quantitative practical laboratory techniques and discuss their theoretical basis and limitations. (integrity [self control]) Follow Good Laboratory Practice in the planning, performance and recording of results. (integrity, communicating) Follow standard operating procedures to enact safe working practices whilst understanding the relevant risks from biological and chemical factors and how to mitigate them. (initiative, sense making, critical thinking)	Design an approach and use appropriate practical techniques and skills to address the aims of a research project or investigation, whilst discussing the limitations of the techniques and suggesting alternatives. (sense making, initiative, creativity, curiosity) Implement Good Laboratory Practice in the way experiments are planned, performed, monitored, recorded, reported and retained. (integrity, communicating, curiosity)

					Independently produce and apply risk assessments for completing project work in a safe and reliable manner, including identification of relevant risks from biological, chemical, laboratory or field-based work. (initiative, sense making, critical thinking)
3. Graduates from this course will be able to DESIGN EXPERIMENTS AND ANALYSE DATA	Apply knowledge and understanding of biological systems and methodologies to design experiments and to solve theoretical and practical problems, with awareness of appropriate controls, possible bias, ethics and sustainability. Collect qualitative and quantitative data from investigations relevant to the course and analyse and interpret these data to allow testing of hypotheses, contextualisation of findings, presentation of results, and suggestions for further lines of investigation. Deploy mathematical and statistical concepts, processes and tools, such as the manipulation of equations and graphical and	Follow instructions to carry out simple experiments, record data accurately and perform appropriate analysis and presentation of results. (communicating)	Design simple experiments and consider appropriate controls and sources of possible bias. (initiative) Record data accurately and perform appropriate data analysis and presentation of results. (communicating) Carry out numerical calculations and statistical analyses as appropriate in the Biomedical Sciences and interpret the outcomes. (initiative, sense making) Reflect on practical outcomes in terms of the quality of results obtained. (initiative, adapting, critical thinking)	Devise and evaluate solutions to solve both routine and unfamiliar problems using a range of methods, and demonstrate awareness of appropriate controls, possible bias, ethics, and sustainability. (initiative) Record data accurately and apply appropriate methods for analysis using numerical calculations, Excel spreadsheets, bioinformatic analysis, and other computational techniques. (communicating) Present results clearly using appropriate terminology and interpret data with relevant statistical analyses to test hypotheses. (initiative, sense making, focussing)	Discuss the application of techniques in biochemistry, cell biology, molecular biology and molecular genetics to understanding the causes, diagnosis and treatment of human diseases and evaluate the development of novel therapeutic intervention strategies. (critical thinking, sense making) Demonstrate independent and accurate data collection in the project, including selection of appropriate numerical, statistical, bioinformatic and computational methods for analysis. (initiative, sense making)

	statistical analysis, to solve problems or evaluate data. (initiative, adapting, critical thinking, communicating, sense making, focussing)			Critically assess the quality of evidence obtained and make suggestions for improvement. (adapting, critical thinking) Place the work in context by integrating relevant information from the scientific literature and suggest further lines of investigation. (sense making, critical thinking)	Present and evaluate data effectively, interpret findings, make and test hypotheses, make decisions, and consider further lines of investigation with a thorough understanding of the context within the field. (communicating, sense making, focussing) Evaluate the evidence base for scientific claims in the primary literature by commenting on the adequacy of the methods, data and interpretation. (critical thinking, sense making)
4. Graduates from this course will demonstrate RESEARCH SKILLS and the ability to EVALUATE LITERATURE	Complete independent open-ended investigative work through a project/research-based assignment relevant to the course and demonstrate the ability to think independently, work autonomously and solve problems. Engage with literature from the Biomedical Sciences to develop insight into the subject and to stay up to date with advances in the field, including aspects of	Use search strategies to identify published work relevant to a topic and use this to enhance knowledge. (focussing, curiosity)	Generate a solution to a task by following instructions or using ideas borrowed from elsewhere. (adapting) Use search strategies to identify published scientific articles relevant to a topic. (focussing, curiosity) Apply a variety of methods of study in investigating, recording and analysing material. (focussing, sense making) Demonstrate the ability to appropriately cite and	Assemble and apply information from different sources to address a problem and formulate a solution through independent effort or teamwork. (focussing, initiative, collaborating) Access and evaluate information from a wide range of sources such as texts, published journal articles, reports and clinical data and demonstrate the ability to put that information into context. (focussing, sense making)	Plan, execute and present an independent piece of work which includes analysis or evaluation of data within a supported framework, and demonstrate evidence of time management, problem-solving, and independence. (initiative, creativity, adapting)

	sustainability, while appreciating the fluid nature of knowledge that evolves as new findings emerge. Use appropriate databases, computational techniques and tools to aid further understanding and insight of Biomedical Sciences processes, and to innovate and solve problems creatively in a digital world. (initiative, adapting, critical thinking, communicating, sense making, curiosity, focussing, integrity, collaborating, leading)		reference source materials. (integrity)	Demonstrate critical and analytical skills, including a recognition that statements and hypotheses should be tested, and that evidence is subject to assessment and critical evaluation. (critical thinking, sense making) Sort, filter, abstract, evaluate and synthesise information from a range of sources to produce a written body of work with complete and accurate citations and references. (focussing, sense making, integrity)	Create solutions to problems using imaginative, creative or innovative approaches, either independently or with teamwork, and employ appropriate databases, computational techniques and tools. (initiative, creativity, sense making, collaborating, leading) Demonstrate well-developed strategies for updating, maintaining and enhancing their knowledge of the biosciences, synthesise information from different sources, and generate hypotheses based on current data while acknowledging that our understanding continues to evolve as new findings emerge. (critical thinking, sense making, focussing, curiosity) Assess the quality of evidence from different sources by evaluating the context, aims, objectives, experimental design, methodology, data interpretation and application of the study. (curiosity, sense making)

5. Graduates from this course will demonstrate PROFESSIONAL SKILLS AND BEHAVIOURS	Act professionally, with due regard for legal, ethical and societal responsibilities, modelling good practice that promotes positive perceptions of the Biomedical Sciences and Biomedical Scientists including working successfully in a group environment, contributing positively and flexibly to team outputs. (adapting; initiative, collaborating, leading, feeling, integrity)	Interact with others in groups and understand the importance of inclusive working practices. (Collaborating)	Interact with others in groups and understand the importance of inclusive working practices. (Collaborating) Recognise the importance of effective communication within a team and demonstrate consideration of the views of others. (Feeling) Recognise and apply the principles and codes of practice that underpin personal and professional integrity and standards. (Integrity) Reflect on their progress from feedback provided. (adapting)	Work with others in groups and demonstrate inclusive working practices. (Collaborating) Communicate effectively with all members of a team and demonstrate consideration of the views of others and social intelligence. (Feeling) Demonstrate personal integrity and self-awareness of the ethical approach to their work. (Integrity) Reflect on their progress from feedback provided and apply comments on areas of improvement to further pieces of work. (adapting, initiative)	Collaborate with others to work in an effective team by coordinating to exchange information and tackle problems. (Collaborating) Demonstrate leadership to help drive a project forwards, inspiring and motivating others. (Leading) Demonstrate an understanding of how to identify, protect and exploit intellectual property (IP) as part of the scientific innovation process. (sense making) Evaluate their development of intellectual and transferable skills, for demonstration to employers. (adapting) Demonstrate resilience and initiative to overcome problems or respond to changes in circumstance. (adapting; initiative)

6. Graduates from this course will demonstrate COMMUNICATION SKILLS and DIGITAL LITERACY	Communicate effectively, selecting appropriate content, media and methods for the audience, purpose and subject. (communicating, focussing, sense making, creativity, initiative, feeling)	Produce short written and verbal reports that transfer key information to a peer group. (communicating)	Generate short written reports that transfer key information to non-scientists. (communicating) Give a short verbal presentation on a science topic for a peer group, using PowerPoint or similar software for visual aids. (communicating, creativity) Demonstrate knowledge of fundamental topics for biomedical sciences through succinct written (or verbal) answers to exam questions. (communicating, focussing, sense making)	Produce written reports in Word or similar software to convey the outcomes of practical work for a scientific audience. (communicating, focussing, sense making) Create and deliver a verbal presentation on a science topic for a peer group, using PowerPoint (or similar) to produce high quality visual aids. (communicating, creativity, initiative) Demonstrate detailed knowledge of topics in biomedical sciences through focussed and accurate written answers to exam questions and be able to defend knowledge verbally. (communicating, focussing, sense making)	Create substantial written reports that effectively explain the results of data analysis for a scientific audience, and which communicate information synthesised from published papers in a way that is organised, topical and recognises the limits of current hypotheses. (communicating, focussing, sense making) Use creative approaches to design materials that convey key scientific information to scientific or non-scientific audiences. (communicating, creativity, iniative) Give a clear, current and accurate account of the subject area, and critically discuss and debate both with specialists and non-specialists, using appropriate scientific language. (communicating, sense making, focussing, initiative, feeling)

Section 7 - Teaching, learning and assessment

The overall strategy is to provide a progressive approach to biological concepts and systems of increasing complexity through teaching methods that aid learning and stimulate interest. Teaching is mostly by means of lectures, laboratory and fieldwork classes, seminars, tutorials, study/revision sessions, with knowledge and understanding further developed by guided independent study. Learning and analytical ability are developed and reinforced through problem solving, essay writing, practical classes (both laboratory and fieldwork), critical evaluation and by giving you the opportunity to design, execute and evaluate their own experiments.

You are encouraged to acquire further knowledge beyond taught material, e.g. by reading topical reviews, original research literature and attending research seminars, especially in the final year. The practical assignments associated with first year and second year modules provide training in a range of subject specific laboratory techniques, including safety assessment. The culmination of these skills is demonstrated in the final year research project, and for literature skills the preparation of a literature report.

Training in intellectual and key transferable skills is embodied throughout the course and forms a strong element of the tutorial and study session programmes. You are required to meet basic standards in information technology.

Assessment of knowledge and understanding is typically by formal unseen written examinations, practical exams, and a range of coursework including practical assignments (both laboratory and fieldwork based), poster preparation, oral presentations, essays and the individual research project. Full details of the assessments for individual modules can be obtained from the Department.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary. Assessments designated as 'summative' will receive a mark which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module, you will gain the credits listed.

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online Module Catalogue. The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies.

Section 8 – Additional costs
There are no single associated costs greater than £50 per item on this degree course.
These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	4-6
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
Award	**Criteria**	**Awarding body**
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College
Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College