

Royal Holloway, University of London
Course specification for an undergraduate award
BSc (Hons) Health Studies with Integrated Foundation Year (L51F)

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 College prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the College's academic regulations and policies can be found [here](#). Further information on the College's Admissions Policy can be found [here](#).

Your degree course in BSc (Hons) Health Studies will address the more contemporary issues around global population health, the impact on environment and of the environment as a health determinant with a multidisciplinary approach. The delivery structure within this BSc will also address a cross-school initiative with the School of Law and Social Sciences (LSS) linking Science, Social Science and Humanities. This course is employability focused seeking accreditation from the Royal Society of Public Health and mapped to the apprenticeship standards for public health for future potential apprenticeship structure and development. Challenge led placements will be key in this degree and will be scaffold within the whole programme through all three years. This will allow you as a graduate to enter employment in the NHS, government health sector, social care as well as NGOs and charities. The foundation year will prepare you with the necessary academic and subject specific skills required for study at a higher level. Your degree courses at Royal Holloway, University of London, will be delivered over four years, each of which normally involves modules to the value of 120 credits.

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	November 2023	Location of study	Egham Campus
Course award and title	BSc (Hons) Health Studies	Level of study	Undergraduate
Course code	3726	UCAS code	L51F
Year of entry	2024/25		
Awarding body	Royal Holloway, University of London		
Department or school	Health Studies, School of Life Sciences and the Environment	Other departments or schools involved in teaching the course	School of Law and Social Sciences (LSS)
Mode(s) of attendance	Full-time	Duration of the course	4 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	None in 2023-24, however, the intention is to seek accreditation from the Royal Society of Public Health before the first cohort of students from this course graduate at the end of 2026-27.		
Link to Course finder 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	FY1001	Global Perspectives and Academic Skills 1	15	HE Level 0	MC
0	FY1002	Global Perspectives and Academic Skills 2	15	HE Level 0	MC
0	FY1009	Foundation Programming	15	HE Level 0	MC
0	FY0012	Foundation Life Sciences and The Environment	15	HE Level 0	MC
0	FY0013	Foundation Mathematics for Life Sciences	15	HE Level 0	MC
0	FY0014	Foundation Statistics for Life Sciences	15	HE Level 0	MC
0	HE0997	Professional Development in Health Studies	30	HE Level 0	MC
1	HE1003	Introduction to Human Science	30	4	MC
1	HE1000	Determinants of Health	15	4	MC
1	HE1001	Health Systems and QI Framework	15	4	MC
1	HE1002	Health Workforce	30	4	MC
1	HE1004	Professional Placement 1	30	4	MC
2	HE2005	Physical and Mental Health Conditions	15	5	MC
2	HE2002	Health Promotion and Protection Frameworks	15	5	MC
2	HE2006	Sustainable Living	15	5	MC
2	HE2000	Evaluating Evidence	15	5	MC

2	HE2001	Health Policy	15	5	MC
2	HE2003	Interagency working and ethics	15	5	MC
2	HE2004	Professional Placement 2	30	5	MC
3	HE3005	Population Wellbeing and Risk	15	6	MC
3	HE3001	Health Inequalities	15	6	MC
3	HE3002	Independent Research Project	30	6	MNC
3	HE3004	Professional Practice 3	30	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 two optional modules available in year 4 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.

In year 3 you must choose options to the value of 30 credits from the list of year three modules offered by the Department. It is a requirement that one of these modules is HE3006 Qualitative Research Methods (15 credits) or HE3007 Quantitative Research Methods (15 credits). The choice for the remaining 15 credits will be made based on the dissertation method design. You will have a 15 credit option from the following optional modules: * HE3003 Leadership and Management in Health, or * HE3000 Facilitating Change in Environments.

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.

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 College's Undergraduate Regulations (Section: Conditions for progression to the next stage) but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study at the College.

Section 5 – Educational aims of the course

The overall aim of this course is to prepare students to understand, critically analyse and address the issues, changes and challenges of health and its delivery within the statutory health service and independent sector from a local, national, global and planetary perspective. The focus of study encompasses the relationship between health frameworks and the environment through a global health focus and systems approach thinking.

The aims of the Foundation Year are to:

- Develop the academic and study skills needed for level 4 study in life sciences and the environment;
- Equip you with the basic experimental, programming or practical techniques required for scientific degrees;
- Start the process of independent project work in health science with support of academics;
- Put in context scientific knowledge and developments into a wider context of history, society and globalisation.
- Provide the opportunity to get an understanding of and professional skills required in health careers.

The aims of the Honours Degree course in Health Studies are to:

- Provide sound knowledge and understanding of the principles and theories of human development and effective health and well-being across different populations through interdisciplinary modules and develop an insight into the contemporary issues, debates and solution-focused approaches to address these.
- Develop a range of subject specific and transferable skills, including practical skills, sector-specific competencies, self-management, communication and presentation skills, working with teams, decision making and problem solving that equip you for future employment.
- Provide placement opportunities to gain experience that will enable you to connect knowledge to global health-related challenges, increase employability and conduct independent research for the final year project.

On successful completion the graduate will have the knowledge and exposure to go on to a rewarding career promoting the value of health for communities and the environment.

Section 6 - Course learning outcomes	
<p>In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (<i>Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)</i>)</p>	
<p>Foundation Year</p> <ol style="list-style-type: none"> 1. Demonstrate academic and study skills (K,S) 2. Demonstrate self-efficacy such as workload management and essential academic autonomy (S*) 3. Demonstrate the ability to locate, gather and synthesise information from diverse sources. (K,S) 4. Demonstrate proficiency in working across different disciplines (S*) <p>Health Studies</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the principles and theories of human development and effective health and social care across different populations (K); 2. Critically examine the determinants of health (K); 3. Demonstrate cross disciplinary understanding of the key concepts of planetary health (K); 4. Critically analyse the importance of using current evidence-based practice to improve the quality-of-service delivery in the health and social care sector (K, S*); 5. Apply problem-solving and critical thinking skills in academic and practice settings taking account of relevant social, cultural, psychological and ethical issues (S); 	<ol style="list-style-type: none"> 6. Critically discuss the relevance of effective communication to a wide variety of service users and professionals through a variety of methods including the use of interpersonal skills, written and verbal effectiveness and appropriate use of technology and equipment (S*); 7. Demonstrate self-awareness through reflection of the values and behaviours expected in the health sector (S*); 8. Demonstrate Interpersonal skills, including working in groups/teams (S*); 9. Plan, design and execute independent research that contributes towards the health and wellbeing of service users (S*).

Section 7 - Teaching, learning and assessment

Teaching and learning on your course are mostly by means of lectures; seminars; study groups; essay consultations; oral presentations and guided independent study but also supported by the active research of staff. Assessment of knowledge and understanding is typically by formal examinations, coursework, essays, online exercises, oral presentations and the dissertation or long essay. In addition, students may be involved in workshops and may produce various forms of creative or editorial work.

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 placement or 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, however, the assessments listed above are all 'summative', which means you will receive a mark for it 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. 'Coursework' might typically include a written assignment, like an essay. Coursework might also include a report, dissertation or portfolio. 'Practical assessments' might include an oral assessment or presentation, or a demonstration of practical skills required for the particular module.

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, such as the Quality Assurance Agency (QAA).

Section 8 – Additional costs

There are no single associated costs greater than £50 per item on this degree course. Travel costs to placement will be considered as normal study commuting travel costs however if the Placement provider is outside the normal commuting range or in a remote area travel expenses will be covered by the Department. Each placement will be evaluated individually.

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	3-6
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