

**Royal Holloway, University of London**  
**Course specification for an undergraduate award**  
**BSc Health and Social Care (L510)**

**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 - BSc Health and Social Care - is delivered over three years of full-time study. The degree provides progressive structures in which you will be able to gain wide knowledge, understanding, and skills in the field of health and social care. Your course contains a combination of mandatory modules to introduce you to health studies and social care, including an understanding of skills, theories, and workplace issues in the sector, with a range of options at stage two and three. In stage three, you are also required to write a dissertation and/or long essays supported by modules in research skills. Your course aims to equip you with a range of competences relevant to the world beyond higher education (HE), provided through a placement at stages 1 and 2 and a community research and innovation project at stage 3. This emphasis on employability skills prepares you to engage in lifelong learning, to consider ethics and values, and to contribute to the wider community. Your degree courses at Royal Holloway, University of London, will be delivered over three 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	April 2024	Location of study	Egham Campus
Course award and title	BSc Health and Social Care	Level of study	Undergraduate
Course code	3664	UCAS code	L510
Year of entry	2026/27		
Awarding body	Royal Holloway, University of London		
Department or school	Department of Law and Criminology	Other departments or schools involved in teaching the course	Department of Health Studies
Mode(s) of attendance	Full-time	Duration of the course	3 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	N/A		
Link to Coursefinder for further information:	<a href="https://www.royalholloway.ac.uk/studying-here/">https://www.royalholloway.ac.uk/studying-here/</a>	For queries on admissions:	<a href="https://royalholloway.ac.uk/applicationquery">https://royalholloway.ac.uk/applicationquery</a>

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)
1	SW1002	Introduction to Social Care	30	4	MC
1	SW1030	Perspectives on People in Society	30	4	MC
1	HE1003	Introduction to Human Science	30	4	MC
1	HE1002	Health Workforce	30	4	MC
2	SW2003	Social Care in Action	30	5	MC
2	SW2005	Community Development and Social Change	15	5	MC
2	HE2005	Physical and Mental Health Conditions	15	5	MC
2	HE2000	Evaluating Evidence	15	5	MC
2	HE2002	Health Promotion and Protection Frameworks	15	5	MC
2	HE2001	Health Policy	15	5	MC
3	SW3008	Dissertation	30	6	MC
3	SW3009	Towards Professional Practice in Social Care	30	6	MC
3	HE3001	Health Inequalities	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.

In Year 2 you take a 15-credit optional module, choosing ONE of: SW2012 Age and Ageing; SW2013 Children, Families and Communities; CR2019 Youth and Crime

In Year 3, you take 30 credits of optional modules, choosing TWO of: SW3013 Housing and Homelessness; SW3011 Madness and Society; SW3006 Disability, Inclusion and Rights; SW3007 Climate Justice and Environmental Harms.

You must choose one methods module in year 3, EITHER HE3006 Qualitative Methods (15 credits) OR HE3007 Quantitative Methods (15 credits).

#### 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 in order 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.

#### Section 5 – Educational aims of the course

- 1) Students will use and analyse appropriate learning resources (including resources gathered through independent research) to develop their understanding of various contemporary health and social care issues including theories, policies, regulations, and practice skills.
- 2) Students will develop the capacity to think critically about health and social care matters with a particular emphasis on health and social care inequalities, values, and ethics.
- 3) Students are able to reflect on their positionality and moral approaches in health and social care drawing on their experiences in placements and contributing to reflective assignments and group work.
- 4) Students will develop strong communication skills and apply them in health and social care practice settings with service users, carers, and other professionals. They will develop their academic written and oral communication skills throughout the course.
- 5) Students will develop transferable employability skills through embedded placements and a focus on life-long learning.

## 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 (\*)*)

Course learning outcome	Level 4	Level 5	Level 6
<p>1. Develop knowledge of and ability to apply mathematics to scientific and computational problems and understand at least one high level programming language (K,S)</p> <p>2. Apply fundamental computer science technologies to simple problems (S)</p> <p>3. Developing skills in critical interpretation of texts, images, data, and new media</p> <p>4. Develop a reflexive, lifelong learning approach through goal setting, assessing, and monitoring your own learning. (*)</p> <p>5. Foster a capacity to work collaboratively to negotiate, undertake and complete joint task or goal and integrate interdisciplinary perspectives. (*)</p> <p>6. Understand the nature, remit and underpinning policies relating to the health and social care sector and consider your contribution and practice in your professional role in the health and social care sector. (k)</p> <p>7. Develop ethical and value-based approaches to working with those who use health and social care services (k &amp; s)</p> <p>8. Develop active listening, communication, and other advanced skills such as problem-solving, working with risk and groupwork to inform your practice in health and social care. (s)</p> <p>9. Develop work experience and skills through a sequence of two placements, a community innovation research project and dissertation. (s)</p>	<p>1. Demonstrate an understanding of the diverse professional, statutory, voluntary, and private sector settings in social care.</p> <p>2. Analyse multiagency approaches and consider service users and carers' perspectives.</p> <p>3. Communicate effectively and dialogically with service users, carers, and professionals in the social care field.</p> <p>4. Analyse and implement the core principles of an empowering person-centered care approach.</p> <p>5. Examine foundational ethics and own moral approaches in care and service of others.</p>	<p>1. Understand the context of the social care sector, including social policies that relate to children, mental health, and adult social care .</p> <p>2. Examine risk, early intervention, safeguarding, social exclusion and different elements of social justice.</p> <p>3. Demonstrate advanced ethical reasoning skills in social care with a focus on recognising and addressing ethical issues in working with diversity, social justice, social positioning, and anti-discriminatory practice.</p> <p>4. Complete a skills audit and develop a personal development plan to enhance skills that are needed in employment and building on the student's development plan from Year 1 with a focus on community oriented,</p>	<p>1. Demonstrate an ability to apply critical reflection in social care.</p> <p>2. Understand and analyse professional approaches and possible challenges in helping professions, such as compassion fatigue.</p> <p>3. Understand and critically reflect on the importance of leadership in social care</p> <p>4. Identify and implement a community research and innovation project, bringing entrepreneurial solutions to develop social care and social welfare practices.</p> <p>5. Develop ethical sensitivity with critically analysing their agency and purpose in a helping others.</p> <p>6. Recognise and develop an in-depth understanding of the causes of environmental harms (eg climate change, pollution, biodiversity loss).</p> <p>7. Critically explore the concept of climate justice as a lens for understanding the unequal social impacts of environmental harms.</p> <p>8. Critically reflect on unequal distributions of environmental harms in relation to social divisions including class, race, gender and disability.</p> <p>9. Critically evaluate the role of social policy and social movements in challenging and addressing environmental injustices and pursuing just transitions and sustainable approaches.</p>

<p>10. Explore the relationship between individuals and society with a view to identify ways in which you can make contributions to social issues, promote social justice, and develop healthy, sustainable communities, and conveyed in your own research work. (k &amp; s)</p> <p>11. Recognise the different theoretical perspectives that influence health and social and engage in addressing health and social care development areas. (k)</p> <p>Critically reflect on your professional role in the health and social care sector and how health and social care workforce is organised and regulated through different means and policies. (k)</p>		<p>socially just, advocacy, anti-discriminatory methods and approaches.</p>	<p>10. Demonstrate a systematic understanding in a specialist health and social care topic.</p> <p>11. Undertake independent study and identify different approaches to research and assess their strengths and weaknesses in answering different forms of research questions.</p> <p>12. Locate and assess different sources and forms of evidence and knowledge, including making effective and appropriate use of relevant information technology.</p> <p>13. Provide a rationale for a research design, implement a research plan, and evaluate research findings.</p> <p>14. Critically analyse ethical issues in research practice.</p>
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## Section 7 - Teaching, learning and assessment

Teaching and learning on your course is closely informed by the active research of staff, particularly in the areas of social care and social work, mental health, community health, health promotion and health inequalities. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching and learning is mostly by means of lectures; seminars; tutorials; workshops; study groups; essay consultations; oral presentations and guided independent study. Assessment of knowledge and understanding is typically by formal examinations, coursework, examined essays, online tests and 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. Two placements will be undertaken, one at stage one and one at stage two. At stage 3, you will undertake a community innovation project. [https://ssb-prod.ec.royalholloway.ac.uk/PROD/bwckctlg.p\\_disp\\_dyn\\_ctlg](https://ssb-prod.ec.royalholloway.ac.uk/PROD/bwckctlg.p_disp_dyn_ctlg)

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 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 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 [Royal Holloway Curriculum 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

Students will need to cover their own travel costs to and from placements, although a travel bursary may be available. If the placement organisation is not able to reimburse travel costs, students can apply for the funding up to a maximum amount (previously £250 for entire placement) if they keep travel receipts and/or record of their mileage via [money matters@rhul.ac.uk](mailto:money matters@rhul.ac.uk)

**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