

Royal Holloway, University of London
Course specification for an undergraduate award
BSc Medical Biochemistry with a Year in Industry (C742)

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 Medical Biochemistry with a Year in Industry is delivered in four stages, each of which, apart from the year in industry, comprises one year of full-time study, during which you must follow modules to the value of 120 national credits. The curriculum is based around a set of mandatory modules and there are strong foundations in stages one and two, which covers the requirements of the benchmarking statements in molecular biosciences and allows for specialisation in Stage four.

Stage one comprises a fixed selection of mandatory modules and seeks to provide the necessary grounding for the study of the subject at degree level with appropriate Chemistry and Biochemistry subjects in addition to an introduction to Genetics, Physiology and Cell Biology. It includes a strong element of laboratory training, with practical work in all modules, as well as providing strong support with the skills necessary for the study of biological sciences. In **Stage two** you take 7 mandatory modules to the value of 105 credits and select one optional module (in Biochemistry or medically-related subjects) building on the foundations laid in stage one and providing a basis for the study of the research led specialist options in stage four. Again all modules include a substantial element of laboratory training that prepares you for the selection and implementation of the individual research project in stage four. One of the mandatory modules is on Professional Skills and Employability, and is designed to help prepare you for the Year in Industry as well as for post-graduate employment. In **Stage three** you will spend a year in a relevant placement setting, to gain valuable experience in the workplace. The assessment from this year in industry counts as 30 credits which, for the purposes of award classification, is counted in the final stage.

Stage four allows for increasing specialisation and there are 4 mandatory modules to the value of 75 credits with you selecting the remaining modules from options. The mandatory modules include Nutrition and Medical Biochemistry, as well as Cell and Molecular Neuroscience, and the clinical application of biochemistry in the Clinical Diagnosis of Disease module (delivered by experts from local hospitals). The optional modules include a selection of medically-related modules, such as Molecular Basis of Inherited Disease and Molecular and Medical Microbiology, while additional options include Applications of Genetic Engineering and Human Embryology. Students also complete an individual research project; this 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 emphasises the importance of biochemistry in medicine, together with the relevance of molecular and cellular biology. The course involves training in a variety of practical techniques and skills relevant to research work in molecular bioscience. 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 to other Molecular Bioscience degrees, up to the start of the second stage. You can also take up to 30 credits from outside the Department of Biological Sciences, but within other Science Departments, during stage two/four. Options are selected in consultation with your Personal Tutor and the Director of Teaching/Department Lead in UG Education.

Your degree courses at Royal Holloway, University of London, will be delivered over four years, each of which, apart from the year in industry, normally involves modules to the value of 120 credits (which is equivalent to 60 ECTS credits¹).

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.

¹ The European Credit Transfer and Accumulation System (ECTS) is a learner-centred system for credit accumulation and transfer. ECTS credits reflect the total workload required to achieve defined learning outcomes and their associated workload, including teaching hours and guided independent study. 15 UK credits is equivalent to 7.5 ECTS. 30 UK credits is equivalent to 15 ECTS. Further details on ECTS can be found within the [ECTS User Guide 2015](#).

Section 2 – Course details			
Date of specification update	April 2025	Location of study	Egham Campus
Course award and title	BSc Medical Biochemistry with a Year in Industry	Level of study	Undergraduate
Course code	3483	UCAS code	C742
Year of entry	2027/28	Language(s) of Tuition	English
Awarding body	Royal Holloway, University of London		
Department	Biological Sciences	Other departments involved in teaching the course	N/A
Mode(s) of attendance	Full-time	Duration of the course	4 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	You must pass the BS3010 Individual Research Project to qualify for an Honours Degree in Medical Biochemistry; 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)
1	BS1021	Becoming a Bioscientist	15	4	MC
1	BS1031	Chemistry of Life	15	4	MC
1	BS1032	Fundamental Biochemistry	15	4	MC
1	BS1061	Introductory Animal Physiology	15	4	MC
1	BS1062	Introduction to Human Physiology in Health and Disease	15	4	MC
1	BS1071	Cell Biology and the Origin of Life	15	4	MC
1	BS1072	Genetics	15	4	MC
1	BS1091	Protein Biochemistry and Enzymology	15	4	MC
2	BS2510	Bioenergetics and Metabolism	15	5	MC
2	BS2520	Protein Structure and Function	15	5	MC
2	BS2530	Molecular Biology	15	5	MC
2	BS2540	Immunology	15	5	MC
2	BS2550	Neuronal and Cellular Signalling	15	5	MC
2	BS2570	Physical Biochemistry for Life Scientists	15	5	MC
2	BS2950	Professional Skills and Employability	15	5	MC
3	BS3900	Year in Industry	30	6	MNC

4	BS3010	Individual Research Project	30	6	MNC
4	BS3420	Nutrition and Medical Biochemistry	15	6	MC
4	BS3580	Cell and Molecular Neuroscience	15	6	MC
4	BS3600	Clinical Diagnosis of Disease	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. The list of options available can be found [here](#).

During stage two, you must choose options equal to the value of 15 credits from a list of stage two modules offered by the Department.
During stage four, you must choose options equal to the value of 45 credits from a list of FHEQ level 6 modules offered by the Department.

You may take up to 30 credits from outside the Department of Biological Sciences, but within other Science Departments, during stage two or four. Options are selected in consultation with your Personal Tutor and the Director of Teaching/Department Lead in UG Education.

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 University'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 University.

Year in Industry

Students taking an industrial year take additional module BS3900 and thus have 150 credits in their final year.

Students on degree courses with Year in Industry need to fulfil the requirements set out in the departmental Year in Industry Handbook in order to progress to the placement and be eligible for the degree title.

Section 5 – Educational aims of the course

The aims of the Honours Degree course in Medical Biochemistry with a Year in Industry are to:

- provide a sound knowledge and understanding of the molecular, cellular, physiological, chemical and biological principles of the subject through a core of modules, and develop an insight into the current frontiers of knowledge, primarily through a series of specialised Stage 4 modules;
- provide a sound knowledge and understanding of those areas of the subject relevant to understanding the biological basis, the diagnosis and the development of therapies for a range of diseases;
- develop, through a flexible and progressive structure, a range of subject-specific and transferable skills, including practical laboratory skills, self-management, information retrieval, communication and presentation skills, working with others, decision making and meeting deadlines, that equip you for future employment;
- provide professional experience in a relevant workplace environment;
- provide experience of independent research through a final year project;
- produce graduates who can work safely and responsibly with biological and chemical materials and laboratory equipment.

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 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 Medical Biochemistry, 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 Medical Biochemistry and appreciate the contribution of the field to the innovations that	Recall basic knowledge of key biological concepts in the subjects that underpin the understanding of Medical Biochemistry, including chemistry, physiology, cell biology, and genetics. (curiosity, sense making) Demonstrate an appreciation of the historical context of subjects in the field and the global reach of Medical Biochemistry, the impact on human life and the environment and the ethical	Explain biochemical phenomena in the function of cells and organisms, including the structure and role of enzymes and other biological macromolecules, and describe tools for molecular analysis and manipulation. (curiosity, sense making, communicating) Recognise the relationships and interfaces between Medical Biochemistry and other subjects, enabling efficient interactions in a multidisciplinary environment, and	Apply a comprehensive knowledge of concepts and phenomena in Medical Biochemistry including the complexity of biochemical function in living organisms, and the impact on health and disease, 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

	characterise the modern world and their potential future impact. (curiosity, sense making, critical thinking, integrity, communicating)	considerations implicit in their application. (sense making; integrity)	identify and discuss the application of Biosciences to solving current and future challenges in the world. (sense making, critical thinking)	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 Medical Biochemistry 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 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 statistical analysis, to solve problems or evaluate data. (initiative, adapting, critical thinking, communicating, sense making, focussing)	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 Medical Biochemistry 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) 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)	Discuss the application of techniques relevant to medical biochemistry for understanding health and disease, including in diagnosis, prevention and treatment. (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) 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 Medical Biochemistry to develop insight into the subject and to stay up to date with advances in the field, including aspects of 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 Biochemical processes, and to innovate and solve problems creatively in a digital world. (initiative, adapting, critical thinking, communicating, sense making, curiosity, focussing, integrity, collaborating, leading)	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 reference source materials. (integrity)	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) 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)	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) 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 Biochemistry and Biochemists 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) 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)	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 Medical Biochemistry through succinct	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.	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

		written (or verbal) answers to exam questions. (communicating, focussing, sense making)	(communicating, creativity, initiative) Demonstrate detailed knowledge of topics in Medical Biochemistry through focussed and accurate written answers to exam questions and be able to defend knowledge verbally. (communicating, focussing, sense making)	information to scientific or non-scientific audiences. (communicating, creativity, initiative) 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 biochemical concepts and systems of increasing complexity through teaching methods that aid learning and stimulate interest. Teaching is mostly by means of lectures, laboratory classes, seminars, tutorials, and 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, laboratory classes, critical evaluation and by giving you the opportunity to design, execute and evaluate your own experiments. You are encouraged to acquire further knowledge beyond taught material, e.g. by reading topical reviews, original research literature, participating in hospital visits, 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. You have to prepare your own risk assessment prior to commencing your final year project work.

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

Assessment is typically by formal unseen written examinations, practical exams and a range of module work assignments such as essays, laboratory reports, poster preparation, oral presentations 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 [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 are recommended to purchase a laptop before starting their course, to assist with their studies.
Costs incurred by students while on a Year in Industry/Business (year 3) vary depending on the nature and location of the placement.
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
--	---	--