

Royal Holloway, University of London

Course specification for an undergraduate award

Certificate of Higher Education (Cert HE) in Health and Social Care

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 course – CertHE Health and Social Care- is delivered over one year of full-time study. The course provides structures in which you will be able to gain knowledge, understanding, and skills in the field of health and social care. Your course contains mandatory modules to introduce you to health studies and social care, including an understanding of skills, theories, and workplace issues in the sector. Your course aims to equip you with a range of competences relevant to the world beyond higher education (HE), provided through a placement (160 hours) that is included in the module SW1050 Introduction to Social Care. 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 course at Royal Holloway, University of London, involves modules to the value of 120 credits (which is equivalent to 60 ECTS credits¹). This course enables you to qualify as an Early Intervention Practitioner (HTQ). Please visit [IfATE](#) website for further information about Early Intervention Practitioner requirements.

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	December 2024	Location of study	Egham Campus
Course award and title	CertHE Health and Social Care	Level of study	Undergraduate
Course code	3851	UCAS code	
Year of entry	2027/28	Language(s) of Tuition	English
Awarding body	Royal Holloway, University of London		
Department	Royal Holloway Law School	Other departments involved in teaching the course	N/A
Mode(s) of attendance	Full-time	Duration of the course	1 year
Accrediting Professional, Statutory or Regulatory Body requirement(s)	N/A		
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	SW1050	Introduction to Social Care	30	4	MNC
1	SW1030	Perspectives on People in Society	30	4	MNC
1	HE1003	Introduction to Human Science	30	4	MNC
1	HE1002	Health Workforce	30	4	MNC
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					
N/A					

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 CertHE Health and Social Care students are required to take and pass the non-credit bearing Moodle-based Academic Integrity module SS1001. 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.

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 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 placement and contributing to reflective assignments and group work.
- 4) Students will develop 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 placement 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. (<i>Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)</i>)	
Course learning outcome	
1. Develop a reflexive, lifelong learning approach through goal setting, assessing, and monitoring your own learning. (*) 2. 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) 3. Develop ethical and value-based approaches to working with those who use health and social care services (k & s) 4. 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) 5. Recognise the different theoretical perspectives that influence health and social and engage in addressing health and social care development areas, for instance 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. (k & s)	

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 plan consultations; oral presentations and guided independent study. Assessment of knowledge and understanding is typically varied, including, for example, formal examinations, coursework, examined essays, and oral presentations. One placement of 160 hours will be undertaken.

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

HC5904: £2286

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