

**Royal Holloway, University of London**  
**Course specification for a postgraduate award**  
**Post Graduate Certificate in Health Leadership and Education (3746)**

**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 in PG Certificate in Health Leadership and Education provides progressive structures in which you will be able to gain ever-wider knowledge and understanding, and appropriate skills. Your course contains a combination of mandatory modules to introduce you to health leadership, evidence-based practice, and to clinical education. By successfully completing this course, you will be empowered to lead and manage healthcare services with confidence, contributing to a robust and patient-centred healthcare system in the United Kingdom.

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:

*Course* – Also referred to as 'programme', this term refers to the qualification you will be awarded upon successful completion of your studies. 'Courses' were formerly known as 'programmes' at Royal Holloway.

*Module* – This refers to the credits you will study each year to complete your course. P.G Cert in Health Leadership and Education at Royal Holloway comprises 60 credits. All modules in this course are mandatory modules. 'Modules' were formerly known as 'course units' at Royal Holloway.

Section 2 – Course details			
Date of specification update	January 2024	Location of study	Egham and Ashford St Peters
Course award and title	Postgraduate Certificate (PG Cert) in Health Leadership and Education	Level of study	Postgraduate Taught
Course code	3746	Year of entry	September 2024/25
Awarding body	Royal Holloway and Bedford New College		
Department or school	Health Studies	Other departments or schools involved in teaching the course	
Mode(s) of attendance	Part- time	Duration of the course	One year (52 weeks) Part-time
Accrediting Professional, Statutory or Regulatory Body requirement(s)	None		
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 – Course structure				
3.1 Mandatory module information				
The following table summarises the mandatory modules which students must take in each year of study				
Module code	Module title	Credits	FHEQ level	Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC)
HE5100	Leadership for Health Professionals	15	7	Mandatory 'non-condonable' (MNC)
HE5101	Evidence Based Practice	15	7	Mandatory 'non-condonable' (MNC)
HE5102	Clinical Education	15	7	Mandatory 'non-condonable' (MNC)
HE5103	Project Management for Health Leadership	15	7	Mandatory 'non-condonable' (MNC)
<p>This table sets out the most important information for the mandatory modules on your course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your 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'.</p> <p>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 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 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.</p>				
3.2 Optional modules				
<p>In addition to mandatory modules, there may be a number of optional modules available during the course. 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.</p> <p>There are no optional modules for this course.</p>				

#### Section 4 - Progressing through each year of your course

For further information on the progression and award requirements for your course, 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 postgraduate taught students are required to take and pass the non-credit bearing Moodle-based Academic Integrity module SS1001 in order to be awarded. 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 otherwise meet the requirements for award as stipulated in the [University's Postgraduate Taught Regulations](#) (Section 15: Consideration and classification of candidates for the award) but fail to pass the Moodle-based Academic Integrity module will not be awarded.

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

The aims of this course are to:

Equip students with an advanced understanding, knowledge, skills, and attitudes to become effective leaders and managers in the dynamic UK healthcare landscape, and enable students to evaluate and critically analyse the multifaceted role in managing and leading health services, delivering patient-centred care, and continuously evolving in the face of advancements.

**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 (\*))**

<ol style="list-style-type: none"> <li>1. Critically describe the role of doctors in managing and leading health services and delivering healthcare across the UK (K);</li> <li>2. Provide a critical explanation of the importance of working effectively within multidisciplinary teams to provide patient-centered care (K);</li> <li>3. Evaluate and synthesise approaches to address patient safety concerns, maintaining vigilance for potential risks and implementing appropriate interventions (K);</li> <li>4. Identify the importance of lifelong learning and continuous professional development, and maintaining a critical awareness of advancements in medical practice and healthcare management to provide the highest quality care (K, S*);</li> <li>5. Demonstrate effective communication and collaboration skills to engage with colleagues and contribute to discussions about improving the quality of services and outcomes (S);</li> </ol>	<ol style="list-style-type: none"> <li>6. Demonstrate ethical and responsible resource utilization, optimizing the allocation of healthcare resources for the benefit of patients and the public (S);</li> <li>7. Apply critical leadership qualities by motivating, inspiring, and guiding others to achieve shared goals while maintaining a respectful and inclusive work environment. (S, S*);</li> <li>8. Design and synthesise an independent research project and contribute to the training and development of doctors and other healthcare professionals, sharing knowledge and expertise to enhance their skills and competencies (S*);</li> <li>9. Develop critical analysis strategies and apply evidence-based approaches and practical plans for service innovation to enhance healthcare delivery and improve patient outcomes (S*).</li> </ol>
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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 health leadership and clinical education. 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, study groups, essay, oral presentations and guided independent study. Assessment of knowledge and understanding is typically by examined essays and oral presentations. 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 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 course is assessed will also vary, however, for the assessments listed as 'summative', you will receive a mark for it which will count towards your overall mark for the module, and potentially your 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 course.

**These estimated costs relate to studying this particular 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	
<b>QAA Framework for Higher Education Qualifications (FHEQ) Level</b>	7
<p>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.</p>	
<b>QAA Subject benchmark statement(s)</b>	<a href="http://www.qaa.ac.uk/quality-code/subject-benchmark-statements">http://www.qaa.ac.uk/quality-code/subject-benchmark-statements</a>
<p>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.</p>	