

Royal Holloway, University of London

Course specification for a diploma award

DipHE Health Studies

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 diploma course DipHE 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 as well as providing practical skills to work alongside the diverse health workforce. The delivery structure within this DipHE will also address a cross-school initiative with the School of Law and Social Sciences (LSS) linking Science, Social Science and Humanities. This course will also be employability focused mapped to the Occupational Duties of the Institute for Apprenticeships, Planetary Health Education Framework, Sustainable Development Goals (SDG's), Meta-Skills 4.0 and the standards for public health to provide diverse options for future development. Challenge led placements will be key in this diploma. This will allow you to enter employment in the NHS, government health sector, social care as well as NGOs and charities. Successful completion of your diploma will provide you an opportunity to progress into the final stage of a BSc in Health Studies. The DipHE Health Studies diploma at Royal Holloway, University of London, will be delivered over two 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:

Diploma course – May also be referred to as 'diploma 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 unit', this refers to the individual units you will study each year to complete your diploma..

Section 2 – Course details			
Date of specification update	December 2024	Location of study	Egham Campus
Course award and title	DipHE Health Studies	Level of study	Undergraduate
Course code	3852	UCAS code	
Year of entry	2025/26		
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	
Mode(s) of attendance	Full-time	Duration of the course	2 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)			
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 – 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	HE1003	Introduction to Human Science	30	4	Mandatory Non- Condonable
1	HE1000	Determinants of Health	15	4	Mandatory Non-Condonable
1	HE1001	Health Systems and QI Framework	15	4	Mandatory Non- Condonable
1	HE1002	Health Workforce	30	4	Mandatory Non-Condonable
1	HE1005	Assistant Practitioner Placement 1	30	4	Mandatory Non-Condonable
2	HE2005	Physical and Mental Health Conditions	15	5	Mandatory Non-Condonable
2	HE2002	Health Promotion and protection Frameworks	15	5	Mandatory Non-Condonable
2	HE2006	Sustainable Living	15	5	Mandatory Non-Condonable
2	HE2000	Evaluating Evidence	15	5	Mandatory Non-Condonable
2	HE2001	Health Policy	15	5	Mandatory Non-Condonable
2	HE2003	Interagency working and ethics	15	5	Mandatory Non-Condonable
2	HE2007	Assistant Practitioner Placement 2	30	5	Mandatory Non-Condonable

This table sets out the most important information for the mandatory modules on your diploma course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your diploma 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 award 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.

3.2 Optional modules

There are no optional modules for this diploma however if you successfully complete the DipHE and choose to 'top up' to the BSc Health Studies there will be two optional modules available in year 3. 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.

Section 4 - Progressing through each year of your diploma course

For further information on the progression and award requirements for your diploma, 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 University's 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 at the University.

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 Diploma 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.
- Provide students with the opportunity to 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 occupational competencies required in the health workforce.
On successful completion students will be equipped to deliver ethical, evidence-based care and go on to a rewarding career in the health.

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>1 Demonstrate knowledge and understanding of the principles and theories of human development across different populations (K);</p> <p>2 Demonstrate an understanding and application of relevant legislation, policies, standards, and codes of conduct governing the healthcare profession and practice (K S*).</p> <p>3 Evaluate within the defined scope of practice personal limitations and appropriate support (K S*).</p> <p>4 Foster effective partnerships with colleagues and stakeholders to deliver safe, person-centred care and support, promoting inclusivity and active participation (K S*).</p> <p>5 Conduct a range of assessments to monitor physiological, technical, and psychological measurements, critically interpreting findings within the context of individual health and well-being (K S*).</p>	<p>6 Recognize indicators of distress, discomfort, or changing health status, within the scope of practice (K S*).</p> <p>7 Critically discuss the relevance of effective communication with stakeholders including the use of interpersonal skills, written and verbal effectiveness and appropriate use of technology and equipment (K S*).</p> <p>8 Demonstrate self-awareness through reflection of the values and behaviours expected in the health sector (K S*).</p>

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, group and individual oral presentations, posters, reports, essays an exam and a portfolio.

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 discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer, personal tutor, placement educator, link tutor, or specialist support staff.

The way in which each module on your diploma 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 if you successfully complete the DipHE and choose to 'top up' to the BSc Health Studies. 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 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 diploma 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. Students may be required to have vaccinations, depending on the placement. Where the placement provider is not covering the cost, students will need to pay for vaccinations. Each placement will be evaluated individually.

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	
QAA Framework for Higher Education Qualifications (FHEQ) Level	4 and 5
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 120 credits at FHEQ Level 4. Pass in 120 credits of which at least 90 must be at or above FHEQ Level 5.	Royal Holloway and Bedford New College