DEPARTMENT OF HEALTH STUDIES

SCHOOL OF LIFE SCIENCES AND ENVIRONMENT

BSc Health Studies
STUDENT HANDBOOK

2024/2025

Contents

1   Introduction to your department

1.1   Welcome

Welcome to Royal Holloway. Royal Holloway, University of London (hereafter 'the University') is one of the UK's leading research-intensive universities, with six academic schools spanning the arts and humanities, social sciences and sciences.

A very warm welcome to the Department of Health Studies at Royal Holloway. We very much hope that your time with us will be enjoyable and productive, and we look forward to working with you on the courses. This handbook aims to give you all the basic information you will require for your academic studies. This includes information on the structure and organisation of the degree programme, teaching arrangements and assessment.

1.2   How to find us: the Department

The administrative team is based in the Wolfson Laboratory (LF1-18), and our technical staff and the academic staff are in the Chestnuts Building (Floor 1, Staff Offices).

1.3   Map of the Egham campus
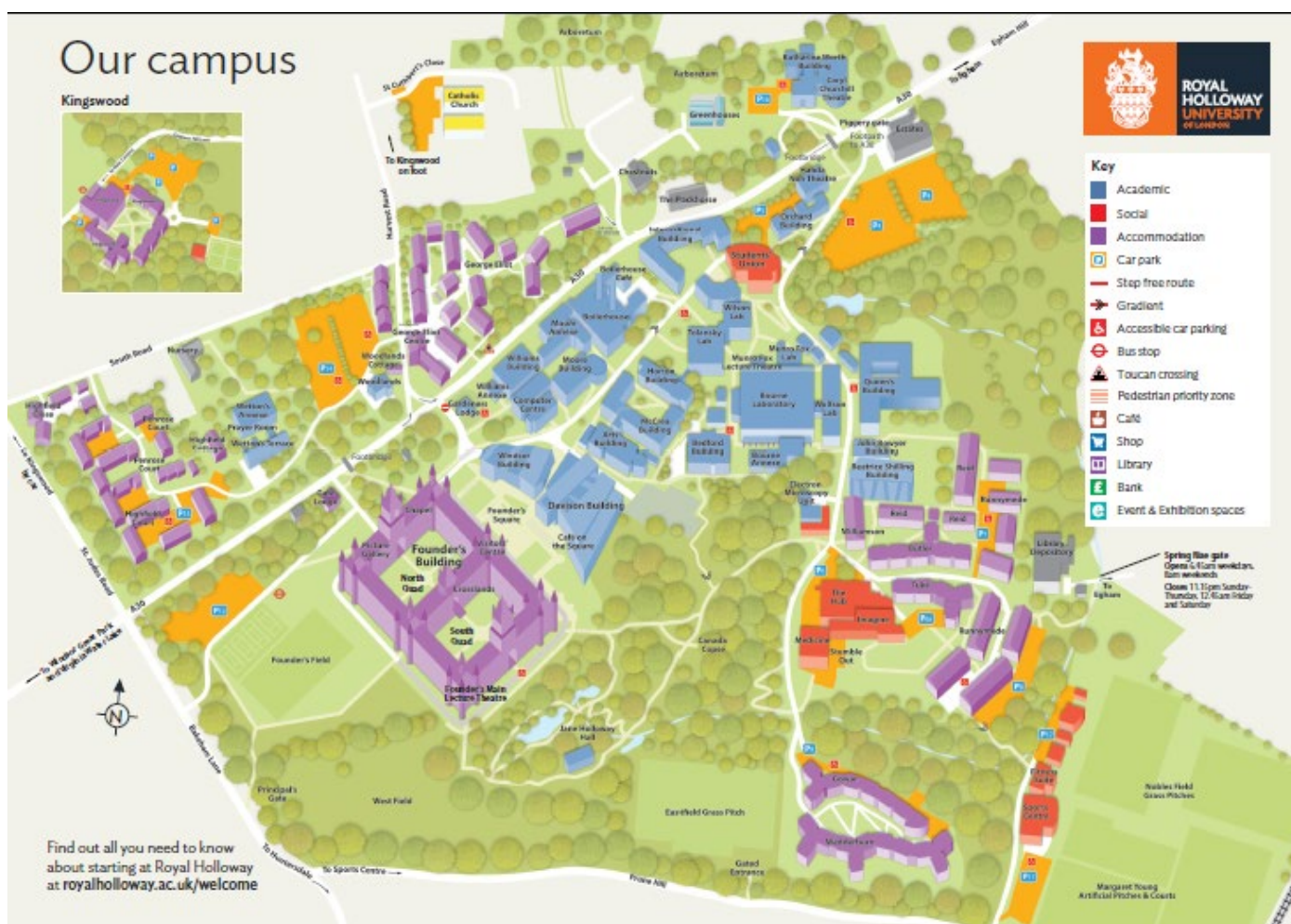
Please note, student parking is very limited and is not available if you live in Halls or within 1.5 miles of campus. If you do live more than 1.5 miles away or have a particular reason why you need to come to campus by car, you must apply for a parking permit. If you have a motorbike or scooter you must also register the vehicle with University. Find more information about the Parking Permit portal here.

1.4 How to find us: the staff

CONTACT DETAILS

Code (01784)

Head of School:	Klaus Dodds Email k.dodds@rhul.ac.uk	44 3580	Queens Building QB122
Head of Department:	Professor Alex Palombi Email Alexandra.Palombi@rhul.ac.uk	41 4216	Chestnuts Building (Floor 1 room **1.16**)

Course Lead of the BSc Health Studies with Integrated Foundation Year:

	Dr Barbara Herring Barbara.Herring@rhul.ac.uk	91 7123	Chestnuts Building (Floor 1 room **1.12**)
Academic Staff:	Dr Anusha Seneviratne anusha.seneviratne@rhul.ac.uk Dr Lynn Tang lynn.tang@rhul.ac.uk Dr David Channon david.channon@rhul.ac.uk		(Floor 1 room **1.14**) (Floor 1 room **1.12**) (Floor 1 room **1.14**)

Equality, Diversity and Inclusion (EDI)

	Dr Fabrizia Ratto Fabrizia.Ratto@rhul.ac.uk		Chestnuts Building (Floor 1, room 1.04)
School Manager:	Michelle Jux Michelle.Jux@rhul.ac.uk	44 3763	Wolfson 118
Help desk:	LSE-School@rhul.ac.uk	44 6884	Wolfson Building
Disability & Dyslexia Services	disability-dyslexia@royalholloway.ac.uk	41 4621	Founders East FE153

Information Consultant (Library)

	Debbie Phillips Deborah.Phillips@rhul.ac.uk	41 4065	ED Library

Centre for the Development of Academic Skills (CeDAS)

	Katie Shaw katie.shaw@rhul.ac.uk	44 3812	Founders West FW130

1.5 How to find us: the School office

The school office is located in the Wolfson Building, Room 118 on the ground floor.

1.6 The Department: practical information

Day-to-day administration of the Course is carried out primarily by the Administration Team and the Course Director.
If you find a particular piece of work difficult, or experience health, financial, emotional or family problems that are affecting your performance and/or your ability to meet deadlines, you should notify one of your Course Directors, the Head of Department or a member of the Administration Team as soon as possible so that they can advise you on how to minimise the impact of such problems on your performance.

Academic Staff may include teaching fellows, lecturers, senior lecturers, readers, professors and visiting lecturers. Staff teach and conduct their own research.

Module Coordinators are responsible for the organisation, content, delivery, and assessment of the module(s) that they lead. If you have any questions relating to these, please make an appointment to see the relevant coordinator.

Head of Department

The Head of Department has ultimate responsibility for all the activities within the Department of Health Studies. They are responsible for dealing with any disciplinary matters, appeals or complaints that have not been successfully addressed by the appropriate procedures.

Course Director

The Course Director has the overall day to day responsibility for your degree programme. They ensure that close contact with our students is maintained and you are encouraged to make your concerns about the degree programme, the Department plus anything else that is relevant to your studies known at the earliest opportunity, by making an appointment to see the Course Director. They are also your point of contact regarding requests for changes to your degree programme, suspending or withdrawing from your studies. Meetings with the Course Director: All students will have the opportunity to have meetings with the Course Director to discuss matters relating to the teaching, delivery, and content of the Modules on the Course. These are informal meetings in-person or online that students can attend, organised on a regular basis. We want to know your experiences, views, problems you want us to address, and keep in touch with you throughout each term.

Personal Tutors

Your Personal Tutor will be allocated. They are the first port of call for pastoral matters and will guide you through your course of studies. If you would like an alternative tutor, please discuss this with your Course Director who can facilitate this.

Educational Support Officer

An Educational Support Officer is a member of the Disability and Dyslexia network and is your port of call if you have an issue that affects your learning needs. If you have not already declared to the Disability and Dyslexia office a long-term condition that you may require support for, you should do so at the earliest opportunity.

1.7 Staff research interests

Prof Alexandra Palombi: Community Health Interventions, Parkinson's disease, Stroke, Leadership.

Dr Barbara Herring: Education Sustainability, Migration, Digital Health, Digital anthropology, Planetary Health, Education in emergencies and Reflective Practice.

Dr Jennifer Cole: Health risks and health security, Socioeconomic and ecological determinants of health, Planetary Health.

Dr Mark Lee: Agriculture, Ecology and Ecosystems, Food Security, Greenhouse gas emissions, Nature based solutions, Statistics.

Dr Anusha Seneviratne: Cardiovascular Diseases, Immunology, Pollution, Medicinal Plants, Planetary Health, Education

Dr Lynn Tang: Sociology of Mental Health, Suicide, Recovery, Inequalities and Diversities, Social and Health Policy, Qualitative Methods

Dr David Channon : Education for Sustainable Development; Environmental Policy; Illegal Wildlife Trade Issues; Conservation Psychology; Deep Ecology; Biodiversity; Biophilia

Dr Fabrizia Ratto: Agroecology, Biological Control, Ecosystem services, Meta-analysis, Pollination, Sustainable Agriculture.

Dr Preeti Mahato: Global health, Child and maternal health, Sexual and reproductive health, Migration and mental health, Health services.

Dr Mahmoud El Tholth: Epidemiology and public health, Health economics, Antimicrobial resistance (AMR),

Risk analysis at the human/animal/environmental interface, Transboundary zoonotic disease.

2   Support and advice

2.1 Support within your School

The School Helpdesk is there to help you with any questions or concerns you might have about your studies. It is situated in Room 118 on the ground floor of the Wolfson Building. Opening hours are 8:30am to 5:30pm in term time and 10:00am to 4:00pm during vacation. The Helpdesk is staffed throughout these opening hours. You can call in person during opening hours, ring 01784 276884 or email LSE-school@rhul.ac.uk. Depending on your query, the Helpdesk will answer your questions then and there, put you in touch with a colleague who can help, or find out the answer and get back to you. If you wish, you may also talk to them in private and they will make sure you receive the support you require.

During term time the Disability & Neurodiversity team offer a confidential drop-in service from 11am to 2pm each day. They offer face to face, and online sessions and online sessions are available Monday, Wednesday and Friday.
Disability Drop-in (11am to 2pm weekdays during term-time) and face to face sessions take place in FE153 on Tuesday and Thursday 11am to 2pm. Please note you may be required to wait for either service. A disability adviser will let you into the drop-in as soon as they are available.

If you have a problem or concern, approaching the right person in the first instance will allow the problem to be dealt with quickly and efficiently. For many issues, your personal tutor is the first point of contact, but for others, you should see the following:

- With a topic in an individual module: see the lecturer concerned
- With the administration or examination of an individual module: see the Module Convenor
- With general academic organisation: see Barbara Herring(Royal Holloway)
- With personal difficulties: see your Course Director or the Counselling Service
- With general non-academic queries or fees: use **Ask Royal Holloway**
- With English as a second language: contact your Course Director or the Centre for Development of Academic Skills (CeDAS)
- With writing or mathematics skills in general: Contact CeDAS
- With issues relating to specific learning difficulties: Contact the Disability and Dyslexia Services. You can email or phone. If you would like to organise a meeting, Disability and Dyslexia Services can offer this via Microsoft Teams.

2.2 Equality, Diversity and Inclusion

The Department is committed to being an inclusive and supportive environment for all students and staff, respecting each other and our diverse perspectives and experiences.

Any student who has concerns about equality, diversity and inclusion issues in general, or relating to a specific incident, is encouraged to contact the EDI representative for the department, who is **Dr Fabrizia Ratto** on fabrizia.ratto@rhul.ac.uk Students can also contact the Head of Department or Course Director.

2.3 Student representation

A student representative is identified via volunteering and is invited to all staff-student committee meetings. Usually, this student will collate any concerns from their cohort and present these at the meeting for feedback.

2.4 The Health Studies Student Society

Details of the Health Studies Student Society are available on the Societies page on the Student Intranet.

3 Communication

3.1 Your contact information

There can be occasions when the Department needs to contact you urgently by telephone or send you a letter by post. It is your responsibility to ensure that your telephone number (mobile and landline) and postal address (term-time and forwarding) are kept up to date. Further information about maintaining your contact information is available here.

You can find out about how the College processes your personal data by reading the Student Data Collection notice.

3.2 Email

The Department will only use the address in the College Global Address. We will not email you at a private or commercial address. Students who prefer to use commercial email services are responsible for making sure that their College email is diverted to the appropriate commercial address. Detailed instructions on how to forward mail can be accessed by visiting http://help.outlook.com/ and searching for forwarding. This process is very easy, but you do have to maintain your College account. When you delete a forwarded message from, for example, Hotmail, it will not be deleted from the Royal Holloway account.

Staff will respond to emails within 2 working days, this does not include weekends.

3.3 Personal Tutors

Your personal tutor should be your first port of call for any queries of an academic nature or for guidance on issues having an impact on your ability to study. It is your responsibility to keep your personal tutor informed of issues as they arise.

You will normally remain with the same tutor for the duration of your studies, although at times staff are awarded a period of sabbatical research leave, in which case, another member of staff will act as temporary personal tutor for the duration of leave (normally one term).

Each term you will have three (3) **compulsory** scheduled personal tutorial meetings, at the start, midway and towards the end of the term. In Term 3 you will have **3 placement supervision meetings** which will be used as a tutorial either individually or in small groups. These are an important opportunity to develop your study skills, review your progress and performance and raise any questions or concerns.

Your personal tutor will be available to see you during pre-arranged meetings and is also available during their weekly office hours. Arrangements may also be made by your personal tutor, or by you, to meet at other times. Your personal tutor is concerned with your academic development and progress during your time with us and is available to offer you advice about issues affecting your studies and to discuss with you your choice of modules in year three.

If for any reason you wish to change your Personal Tutor, you should consult your Course Director or Head of Department who will treat the matter in confidence should you wish.

3.4 Questionnaires

We take student feedback very seriously and we welcome your comments on the Department and all taught courses. To obtain your feedback on taught courses, you are asked to complete an anonymous questionnaire at the end of each course. The feedback you give us helps in making changes to courses and to increase the effectiveness of our teaching and teaching resources.

All questionnaires are seen by the Head of Department, the Director of Teaching, and are analysed as part of the College's Annual Monitoring process. Constructive criticism is always welcomed and plays an important role in course development. (Deserved praise is also very welcome and can make a tremendous contribution to the job satisfaction of your lecturers!). You can also make comments throughout the year about the quality of your courses and degree programme through the Course Rep system.

3.5 Space

The Student hub (Chestnuts room 0.01) is usually your space to use at any time between 9am and 5pm unless there is a scheduled class in there, which will be kept to a minimum to allow Health Studies students as much use of this space as possible. This room can be used for both quiet study and for group work, however, students should be mindful of other users and try to keep noise to a minimum, if possible. No food or drink is allowed except water. Students are asked to look after this room and keep it looking nice. Chairs and other seating implements should be returned to their original place after use.

4 Teaching

It is your responsibility to check the times and venues of all class meetings and of any requirements (e.g., essay deadlines) relating to your courses, so, if in doubt, please ask!
All teaching will take place at Royal Holloway (Egham campus). Students are responsible for travel to their classes. Any study visits and field trips included on the course will be considered external visits and travel from Royal Holloway (Egham campus) will be provided at no cost; students who choose to travel to the study site from a different location will do so at their own expense and will be responsible for arranging any car parking that may be necessary.

Lecture and seminar location rooms will be listed on Moodle. **Students should check Moodle the day before scheduled lectures and seminars as locations may change at short notice.**

4.1 Study weeks

Autumn Term: Monday 23 September to Friday 13 December 2024
Autumn Term Study Week: Monday 4 November to Friday 8 November 2024

Spring term: Monday 13 January to Friday 4 April 2025
Spring Term Study Week: Monday 24 February to Friday 28 February 2025

Summer term: Tuesday 6 May to Friday 13 June 2025

Please note the summer term will have limited teaching as you will be attending four weeks of Placement. You will have allocated Lecture and Seminar sessions that will be for Placement preparation, supervision, individual tutorials, and the completion of assessments and for private study. Lecturers will be available to you throughout this time.

4.2 Use of Moodle

All class sessions are supported by virtual learning tools, in particular Royal Holloway's 'Moodle' platform. All courses have designated Moodle sites that are made accessible to the students registered on that course. Individual courses use Moodle in varying ways as most appropriate to the broader course learning ethos and curriculum. However, all courses use Moodle to support your learning in at least five ways:

- The *digital provision of core information* for courses such as handbooks, reading lists, session timetables, coursework guidance.
- The provision of information, materials and resources to be used by students in *preparation* for class sessions, including the uploading of lecture PowerPoints ahead of class sessions.
- The *archiving* of materials from class sessions, such as PowerPoint slides, class handouts, etc.

- The supporting of students' *independent research after class* sessions, through guided reading, other activities, links to good quality media on relevant issues.
- *Communication* with students via the Course Forum tools.

Some courses and lecturers use other online learning tools, as appropriate to their materials and activities. In such cases, the lecturer will introduce the tools, explain how and why they are being used, and support your engagement with them.

4.3 Conduct during teaching sessions

Teaching sessions include all lectures, seminars, tutorials, both in person and online. As such, these sessions should be carried out in such a manner as to encourage a conducive learning environment. To enable this to happen, the following should be observed:

- Eating and drinking (except water) in class is not permitted by the College, in compliance with current Health and Safety legislation. *Not even water may be drunk in laboratories.*
- Students must not engage in conversation with one another during a lecture or class unless it is part of an organised class activity.
- When wishing to ask a question or contribute a comment students should draw the lecturer's attention by putting their hand up.
- Mobile phones and other electronic devices must be switched off at the beginning of the lecture unless these devices are directly related to the lecture; for instance, laptops for note-taking or authorised recording devices for students registered with the Dyslexia and Disability Services and will not cause disruption to the class.
- Personal electronic recording of lectures is discouraged and should only be requested for good reason (e.g., specific learning difficulty). Permission to record classes should be sought in advance from the lecturer in charge. Some sessions will be recorded by the lecturer and then made available on Moodle.
- Students are welcome to use laptops in class for the purpose of notetaking. Web browsing should only be done as part of an organised class activity. Gaming and social networking in class is prohibited.

Abuse of these rules, particularly in respect of the use of phones/laptops/tablets, could lead to them being banned from the room.

Students are expected to treat the learning environment with respect and to adhere to the points detailed above. Lecturing staff will remind individuals of their responsibilities to others as class members when breaches to this code of conduct are identified.

In exceptional circumstances, persistent individuals may be asked to leave. Where students are concerned about the behaviour of others, in that it is disturbing their ability to concentrate, and this is not noticed by the lecturer, this should be brought to the attention of the lecturer in charge during a break or at the end of a class. Lecturing staff will be proactive in reminding individuals to be respectful of the needs of other members of the class.

If lecturing staff themselves fail to adhere to these principles, or if students have other concerns relating to staff teaching or conduct, students can contact their Course Director with details of the incident. They will raise the matter with the lecturer in charge or Head of Department as appropriate.

5 Degree structure

Full details about your degree course, including, amongst others, the aims, learning outcomes to be achieved on completion, modules which make up the course and any course-specific regulations are set out in the course specification available through the Course Specification Repository.

5.1 Department specific information about degree structure

Your degree course in BSc (Hons) Health Studies will address the more contemporary issues around global population health, the impact on the environment and of the environment as a health determinant with a multidisciplinary approach. The delivery structure within this BSc will also address a cross-school initiative with the School of Law and Social Sciences (LSS) linking Science, Social Science and Humanities.

This course is employability focused with accreditation from the Royal Society of Public Health and mapped to the apprenticeship standards for public health for future potential apprenticeship structure and development. Challenge led placements will be key in this degree and will be scaffold within the whole programme through all three years and four years if taking the Integrated Foundation Year. This will allow you as a graduate to enter employment in the NHS, government health sector, social care as well as NGOs and charities. 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.

The BSc Health Studies with Integrated Foundation Year with be over four years and will include all the following modules.
The BSc Health Studies will be three years and will have the following modules except Professional Development in Health Studies* which will be only for the Integrated Foundation Year:

Module Code	Year	Term	Module Title	Credits
HE0997	IFY-0	Summer	Professional Development in Health Studies*	30
HE1000	1	Autumn	Determinants of Health (DH)	15
HE1001	1	Spring	Health Systems and QI Framework (HSQ)	15
HE1002	1	Autumn/Spring	Health Workforce (HW)	30
HE1003	1	Autumn/Spring	Introduction to Human Science (HS)	30
HE1004	1	Summer	Professional Placement 1 – Developing self (PP1)	30
HE2000	2	Spring	Evaluating Evidence (EE)	15
HE2001	2	Spring	Health Policy (HP)	15
HE2002	2	Autumn	Health Promotion and protection Frameworks (HPPF)	15
HE2003	2	Spring	Interagency working and ethics (IAW)	15
HE2004	2	Summer	Professional Placement 2 (Navigating Systems) (PP2)	30
HE2005	2	Autumn	Physical and Mental Health Conditions (PMC)	15
HE2006	2	Autumn	Sustainable Living (SL)	15
HE3000	3	Spring	* Facilitating Change in Environments	15
HE3001	3	Autumn	Health Inequalities (HI)	15
HE3002	3	Spring	Independent Research	30
HE3003	3	Spring	* Leadership and Management in Health	15
HE3004	3	Summer	Professional Practice 3 (Leading teams) (PP3)	30
HE3005	3	Autumn	Population Wellbeing and Risk (PWR)	15
HE3006	3	Autumn	*Either: Research methods Qualitative (RMW)	15
HE3007	3	Autumn	*OR: Research methods Quantitative (RMN)	15

5.2 Change of course

If you want to change your Degree Course to study something different, you may transfer to another course before the College deadline and subject to the following conditions being met

- You must satisfy the normal conditions for admission to the new degree course.
- You must satisfy the requirements in respect of mandatory modules and progression specified for each stage of the new degree course up to the proposed point of entry.
- The transfer must be approved by both the department(s) responsible for teaching the new degree course and that for which you are currently registered.
- If you are a student with Tier 4 sponsorship a transfer may not be permitted by Student Route (Previously Tier 4) Immigration rules.
- You may not attend a new degree course of study until your transfer request has been approved

Once the Department(s) involved have accepted you have met the conditions above, you will need to complete the appropriate change of degree course form which can be found online at this page.

6   Facilities

6.1 The Library

One of the most important resources for you as a student at Royal Holloway is the Library Service. The Library is housed in the **Emily Wilding Davison Building,** located on the east side of Founder's Square. Details, including Library Search, dedicated subject guides and opening times can be found online from the Library home page.

The Ground Floor of the Library contains a High Use Collection which includes many of the books assigned for undergraduate courses. The rest of the Library collections are on the upper floors. There are plenty of study areas and bookable rooms to carry out group work, as well as many areas to work on your own. The Library contains a large number of PCs and has laptops to borrow on the ground floor to use in other study areas. There is a significant collection of online material, including e-books and electronic journals. Books heavily in demand may be on short loan. Please consult the course tutor in good time if there are works which you would like to see on short loan.

The library is always happy to consider students' suggestions for more books. If you think that the Library does not have a book useful for a course you are following, or for a dissertation you are writing, or if you feel more copies of a book are required, please contact the library's Information Consultant for your subject (and let your course tutor know). Be aware, however, that not all requests can be satisfied and that there is sometimes a delay between ordering and receipt depending on our supplier's stock. The Information Consultant for Health Studies is **Debbie Phillips**. She can be contacted if you have issues in accessing library resources.
Please note that the vast majority of items on the reading list is available via the Library online.

6.2 Photocopying and printing

The departmental printers and photocopier are reserved for staff use. Copier-printers (MFDs) for students are in the Library, the Computer Centre and many PC labs, which will allow you to make copies in either black and white or colour.
Occasionally, students are expected to produce posters, or other printed material beyond the A4 size typical of open access printers. Such printing can be arranged through the Cartographic Technician, Jen Thornton (QB137), for a charge (charge depends on page size). Department facilities allow for standard printing to A0, or special sizes on request. Details of how to book and pay for posters and other outside printing can be found here. Students should give at least 48 hours' notice of printing requirements.

6.3 Computing

How to find an available PC

There are ten open access PC Labs available on campus which you can use, including three in the Computer Centre. For security reasons access to these PC Labs is restricted at night and at weekends by a door entry system operated via your College card. At College registration you will be given details of induction

procedures, user accounts and password procedures. This will also include discussion of MS Teams which we will be using for our online teaching. All students are expected to have basic information technology skills by the end of the first term of the first year (operation of Windows, word-processing, spreadsheet use and basic web skills). We expect you to have at least the basic competence in information technology as provided by some of the IT Training sessions run by the Computer Centre.

7   Assessment Information

7.1 Anonymous marking and cover sheets

To maintain fairness across all students, all coursework and examinations are submitted for marking with only your candidate number for identification. These numbers are issued by the College early in the first term. Examiners do not have access to any means by which they can match up names to numbers, this is not done until after the final submission board in June of the academic year.

When submitting your work, please complete a cover sheet. You can find this on the Health Studies Students Moodle Page. The words on the cover sheet, reference list and/or your bibliography list are not included in the word count for your assessment.

7.2 Submission of work

Submission of all coursework (summative, which receives a mark and contributes to your final degree award, and formative, which receives formal feedback but is not marked and does not contribute to your final award) should be through Turnitin, via each module's Moodle page, unless advised otherwise.

Work should only be uploaded using a Microsoft Word or PDF document format. Please remember that it is **your responsibility** to ensure that you upload the correct document to the correct module Turnitin portal. We recommend that you upload your essay well before the deadline, so you have enough time to get technical support if needed.

Once the deadline has passed work cannot be re-uploaded and any incorrect work cannot be replaced.

7.2.1 Summative submission of work

Summative assessments aim to evaluate student learning and academic achievement against the learning outcomes of the module. Summative assessments receive a mark and contribute to your final degree award.

7.2.2   Formative submission of work

Scaffolding formative assessments aim to support student learning and promote student engagement using small and gradual tasks that help achieve the summative task. Formative assessments provide students with a clear and gradual progression of tasks, allowing you to build your understanding of course the material and develop skills gradually. Formative assessment tasks help the student demonstrate their understanding and progress of the subject matter, provides an opportunity to receive developmental feedback and reduces the risk of frustration and disengagement. Formative submissions will receive formal written and/or oral feedback but is not graded and does not contribute to your final award. To ensure learning and provide the necessary support for successful completion of summative assessments it is **mandatory** to submit formative assessments.

7.3 Penalties for over-length work

All pieces of course work have maximum word lengths, and these will be clearly stipulated in the assessment briefs given to you.
Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section 13, paragraph (7) of the University's Academic Taught Regulations:

Section 13 (7)

Any work may not be marked beyond the upper limit set. The upper limit may be a word limit in the case of written work or a time limit in the case of assessments such as oral work, presentations, films or performance. In the case of presentations, films or performance these may be stopped once they exceed the upper time limit.

In addition to the text, the word count should include quotations and footnotes. Please note that the following are excluded from the word count: candidate number, title, course title, preliminary pages, bibliography and appendices.

7.4 What to do if things go wrong – Extensions to deadlines

Please refer to the Extensions Policy and guidance on the University's webpage about Applying for an Extension.

Please note: Not every assessment is eligible for an extension.

Listed below are the assessments for which extensions cannot be granted (i.e. are exempt): The department do not allow extensions for multiple choice quizzes, exams, or group presentations. All other Health Studies assessments are eligible for extensions however this must be applied for and granted before the assessment submission deadline has passed.

7.5 Support and exam access arrangements for students requiring support

Some students at the College may have a physical or mental impairment, chronic medical condition or a Specific Learning Difficulty (SpLD) which would count as a disability as defined by the Equality Act (2010). The Disability and Dyslexia Service (DDS) can put in place adjustment, support and access arrangements following an assessment.
All students can contact the DDS directly to set up a meeting and assessment. Alternatively, if you are not sure whether that is appropriate for you, you can discuss your concerns with your Course Director.

7.6 Academic misconduct - Plagiarism

'Plagiarism' means the presentation of another person's work in any quantity without adequately identifying it and citing its source in a way which is consistent with good scholarly practice in the discipline and commensurate with the level of professional conduct expected from the student. The source which is plagiarised may take any form (including words, graphs and images, musical texts, data, source code, ideas or judgements) and may exist in any published or unpublished medium, including the internet. Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment.

The Department takes allegations of academic misconduct very seriously. Academic misconduct comes in a range of forms, (see Attendance and Academic Regulations page of the student intranet). Plagiarism is the most common form of academic misconduct. This is rarely done intentionally, but even if it is done by accident, it is still an offence.

The Department through CeDAS, provides study skills tutorials on plagiarism, which are compulsory and will prepare you by offering a compulsory 'avoiding plagiarism' quiz on Moodle which you must undertake and pass before uploading your first assignment.

7.7 Stepped marking

Work submitted for assessment will be graded by using a set of marks with the pattern **X2, X5** or **X8**. This means that a piece of work awarded 2:1 would be awarded **62%, 65%** or **68%**. This approach, which is called stepped marking, has been found to help in better aligning grades with marking criteria and for providing greater clarity to students about the standard of their work and how close they are to lower and upper grade

boundaries. For example, a 62% represents a low 2:1, while a 68% indicates a high 2:1.

Assessed work which is quantitative (e.g. numerical or multiple-choice tests), where there are 'right or wrong' answers, e.g. language tests/ exercises and/ or where there is a detailed mark scheme under which each question is allocated a specific number of marks will be exempt from stepped marking.

7.8 Marking Criteria

The general marking criteria is based on the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. Each module will also include specific marking criteria for the assessments. No more than 25% of the mark will go to the structure/presentation/articulation of any assessment.

Department of Health Studies General Marking Descriptors

Level 3/FHEQ Level 6		Indicative Qualities
100 - 90%	Exceptional	*Exceptional scholarship for the subject. Creative and original insight into theoretical issues. Exemplary. Demonstrates exceptional analysis and critiques of cross disciplinary evidence and solution focused approaches.* Specific assessment brief detail
89 - 80%	Outstanding	*Outstanding knowledge and sustained argument and critical evaluation. Mature analysis. Clear evidence of independent thought. Convincing synthesis of a range of appropriate sources. Excellent referencing. Evidence of use of new sources across disciplinary theories and approaches.* Specific assessment brief detail
79 - 70%	Excellent	*Knowledge and understanding is comprehensive in both breadth and depth. Strong ability to critically appreciate concepts. Evidence of independent thought. Presentation is fluent and focussed, use of a wide range of evidence across more disciplines. Clear and well-presented discussion. Excellent referencing.* Specific assessment brief detail
69 - 60%	Very Good	*Comprehensive in content and well-organised argument but evaluation and analysis of ideas could be further developed. Clear evidence of appropriate reading with evidence of having drawn on reading from beyond the course material and from at least one other discipline. Good accurate referencing. Ability to relate theory and concepts to discussion. Content always relevant and well-focussed.* Specific assessment brief detail
59 - 50%	Good	*Sound comprehension of knowledge base. Reasoning and argument generally relevant but could be further developed. Critical evaluation is apparent but ability to conceptualise and/or apply theory could be strengthened with greater focus and more in-depth analysis. Good evidence of reading. Appropriately referenced.* Specific assessment brief detail
49 - 40%	Pass	*Meets the relevant learning outcomes but mostly descriptive and/or lacks clarity. Some basic evaluation but analysis is not very well developed and could be strengthened. Some misunderstanding of key principles and concepts. Evidence of appropriate structure but not always well sequenced. Evidence of some reading but limited. Presentation and focus may need improving.* Specific assessment brief detail
39 - 35%	Marginal Fail	*Little evidence of understanding and overall, not reaching the minimum pass standard due to some key omissions in presentation, argument or structure. Argument needs further development. Content not always relevant. Limited evidence of reading.* Specific assessment brief detail
34 - 30%	A Limited	*Some evidence of effort but missing some essential aspects. May be lacking in*

	Piece of Work	*evidence of understanding, focus and structure. Likely to have limited discussion with some lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.* Specific assessment brief detail
29 - 20%	A Limited Piece of Work	*Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.* Specific assessment brief detail
19 - 10%	A Very Limited Piece of Work	*Significant deficiencies. Likely to have insufficient, irrelevant or incorrect material. Likely to have very poor structure and no discussion.* Specific assessment brief detail
9 - 0%	Exceptionally Limited Work	*Insufficient material presented. No evidence of sufficient preparation. Zero is reserved for failure to attempt an answer but where a submission has been made.* Specific assessment brief detail

7.8.1 Essays, Reports and Blogs

Part of your assessment on a module may involve writing essays, reports, or blogs. Details of the format, templates, task requirements and marking criteria are outlined in the specific module handbook.

7.8.2 Presentations and Viva Voces

Part of your assessment on a module may involve a delivering presentation. You may be asked to present your learning on a specific day or as an online submission as an individual or part of a group.

Part of your assessment on a module may involve an oral assessment known as a Viva Voce which might include individual or group conversations, discussions, debates, presentations, poster presentations, and contributions to seminars.

Details of the presentation and viva voce requirements and marking criteria are outlined in the specific module handbook.

Please inform the Disability & Neurodiversity team if you have any disabilities and learning difficulties that might impact your assessments so a support plan and reasonable adjustments can be made. During term time the Disability & Neurodiversity team offer a confidential drop-in service from 11am to 2pm each day.

7.8.3 E-Portfolios

Part of your assessment every year involves collating and submitting an E-Portfolio. The E-Portfolio is a digital presentation of student learning experiences and/or evidence of learning achievements, across modules, projects and professional placement. The digital presentation of student learning experiences and achievements may include but are not limited to Written or audio-recorded reflections; Evidence of attainment, such as checklists, certificates, or placement mentor reports.

Details of the E-Portfolio requirements, submission deadlines and marking criteria outlined in the specific module handbook.

8   Attendance and Engagement Requirements

Please refer to the central Engagement web pages and Attendance and Engagement Policy for full details

9 Health and safety information

The Health and Safety webpage provides general information about our health and safety policies.

The Departmental Health & Safety Co-ordinator oversees health and safety procedures in the Department, to ensure that all persons working in the Department do so in a healthy and safe environment.
There are rules and regulations that are specific to Departmental activities, and every person who is working in or visiting these areas must make sure that they are acquainted with these regulations. Ignoring such provisions means not only putting yourself at risk, but those around you also.

The Department is committed to providing a healthy and safe environment for staff and students to work in. Risk assessment is an ongoing part of Departmental activity, to ensure that all procedures, courses (including the dissertation) and field trips are implemented with the minimum risk to all concerned. Whilst the Department will do all that is reasonably practicable to reduce any risk to health and safety in the Department, it is also the responsibility of individuals to ensure that their working environment, procedures and actions are safe. **Safety is everyone's responsibility.**
Health and safety concerns or suggestions should be submitted to the Departmental Health & Safety Coordinator. The Department has facilities located across a number of buildings. Persons with specific responsibilities for each site are:

Dr Jennifer Cole   **Diane Serpant**
Chestnuts Building   Wolfson Building
Floor 1 room 1.14   LF1-18

9.1 Code of practice on harassment for students

The University is committed to upholding the dignity of the individual and recognises that harassment can be a source of great stress to an individual. Personal harassment can seriously harm working, learning and social conditions and will be regarded and treated seriously. This could include grounds for disciplinary action, and possibly the termination of registration as a student.

The University's Code of Practice on personal harassment for students should be read in conjunction with the Student Disciplinary regulations and the Complaints procedure.

9.2 Lone working policy and procedures

The University has a 'Lone Working Policy and Procedure' that can be found here.

Lone working is defined as working during either normal working hours at an isolated location within the normal workplace or when working outside of normal hours. There is a range of different rooms in the Chestnuts Building, from general teaching, reading and computer facilities. Access to the Department is available from 0900 to 1700. The Department and the type of work conducted by students is classified as a low risk activity and as such the following advice is relevant.

- Inspections/risk assessments of work areas are carried out by the Departmental Health and Safety Coordinator to ensure that hazards have been identified, risks controlled and provisions for emergencies are in place (escape routes open, firefighting equipment, first aid).
- On placement, students should work in accordance with the placement providers requirements.
- Staff will brief all students undertaking these activities on relevant health and safety issues.

Any health and safety concerns should be brought to the attention of the Departmental Health and Safety Coordinator or the University Health and Safety Office.

It is likely that most activities will take place on University premises. However, the principles contained in the above section will apply to students undertaking duties off campus.

9.3 Wellbeing

Please note that the College provides a full range of student support and counselling should you feel you need this support. If you are facing personal difficulties from a multitude of reasons, then it is very important that you talk to the Programme Director or the Head of Department and make an appointment to meet professionals in the Student Well-being Services of the University, who will be happy to help.

9.4 Placements

The BSc Health Studies requires you to attend a mandatory placement for **four weeks** that takes place during the summer semester over the three years or four years if you are taking the Integrated Foundation Year. The purpose of the Placement is to provide you or a group of students with an opportunity to apply your studies in a real-world workplace, to gain work, practical and research experience and to learn about the Placement Provider's operations and business to prepare you for your career.

The department has links with a broad range of placement providers within the NHS, government bodies, charities and think tanks who can offer a range of valuable placement opportunities. Students are supervised by the academic staff and mentored by the Placement Provider. These placements are part of your learning and as such will be considered as normal study commuting so students will need to cover 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. Each placement will be evaluated individually. Details of available opportunities will be shared on Moodle, circulated by email and advertised on noticeboards.

The Placement Handbook will provide you with detailed information of the requirements.

10 Department codes of practice

10.1 Equal opportunities statement

The University of London was established to provide education based on merit above and without regard to race, creed or political belief and was the first university in the United Kingdom to admit women to its degrees. Royal Holloway, University of London (hereafter 'the College') is proud to continue this tradition, and to commit itself to equality of opportunity in employment, admissions and in its teaching, learning and research activities.

The College is committed to ensure that:
- All staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly, have equality of opportunity and do not suffer disadvantage on the basis of race, nationality, ethnic origin, gender, age, marital or parental status, dependants, disability, sexual orientation, religion, political belief or social origins.
- Existing staff and students, as well as applicants for employment or admission are treated fairly and individuals are judged solely on merit and by reference to their skills, abilities qualifications, aptitude, and potential.
- It puts in place appropriate measures to eliminate discrimination and to promote equality of opportunity.
- Teaching, learning and research are free from all forms of discrimination and continually provide equality of opportunity.
- All staff, students and visitors are aware of the Equal Opportunities Statement through College publicity material.
- It creates a positive, inclusive atmosphere, based on respect for diversity within the College.
- It conforms to all provisions as laid out in legislation promoting equality of opportunity.

11 Glossary

We understand that many of the concepts used in your everyday university life will be new to you. To make your life easier, please familiarise yourself with the following concepts

Module Lead – A member of academic staff who is responsible for the running of a module – also known as Module Co-Ordinator, Module Convenor, Lecturer, or Instructor.

Modules – also called course units. These are the specific credit-bearing units taken during one academic year. They are either "whole" modules taken over two terms (typically bearing 30 credits) or "half" modules taken within one term only (typically bearing 15 credits). Within an academic year, you will be typically taking modules adding up to 120 credits.

Lectures – usually a one-hour session in which the main points of a topic will be discussed by the lecturer. Students are required to attend, participate, and do any upfront or follow-up activity to prepare for the Lecture and the subsequent Seminar/Workshop.

Personal Tutor – An academic member of staff will be allocated to several students to give advice on academic and personal matters. Your Personal Tutor is the first person to whom reference requests should be directed.

Plagiarism – The passing off the thoughts and ideas of someone else without referencing them properly and claiming them to be your own.

Course Lead – An academic member of staff who's responsible for the Undergraduate Programme and the students on it.

Repeat – Where a module has been failed a student may be offered the opportunity to Repeat. This means that all lectures and workshops are to be attended, all required coursework submitted and the final assessment attempted.

Resit – Where a module has been failed a student may be offered the opportunity to Resit. This means that the student is only required to re-submit failed coursework or resit the examination. Components of the module which were passed will have their marks brought forward and the resubmitted or resit exam grades will be incorporated into the new final mark. All resit marks are capped at a maximum of 40%.

Seminars – Usually a one-hour session after a lecture in which discussions and group activities will take place. Students are required to attend and participate in all activities. Seminars are separate to the lecture but will act as a follow up and discussion on the topics covered in the lecture.

12 Core Student Handbook

The University's Core Student Handbook has further information about the following: -
- Support and Advice
- Communication
- Teaching
- Attending Classes and Engaging with your Studies
- Degree Structure
- Facilities
- Assessment Information
- Careers information
- Complaints and academic appeals procedure
- Equal opportunities statement and University codes of practice