



LEEDS
BECKETT
UNIVERSITY

Course Specification

BSc (Hons) Health and Community Care

Course Code: BSHEC

2021/22

BSc (Hons) Health and Community Care (BSHEC)

Applicant Course Specification for 2021/22 Undergraduate Entrants

Confirmed at March 2021

General Information

Award	Bachelor of Science with Honours Health and Community Care
Contained Award	Bachelor of Science Health and Community Care
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at Level 6 of the UK Credit Framework for Higher Education (120 credits in total). This is a 'top-up' award.
Course Lengths and Standard Timescales	<p>Start dates are notified to students via their offer letter. The length of the course is confirmed below and modes of delivery will be confirmed prior to the start date in line with Government guidance:</p> <ul style="list-style-type: none">• 1 years, full-time, September start• 2 years, part time, September or January start
Part Time Study	Part-time delivery is usually at half the intensity of the full-time equivalent course, although there may be flexibility to increase the pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that defined within this specification but the modules offered within each level are consistent.
Location of Delivery	City Campus, Leeds
Entry Requirements	<p>Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning. Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk.</p>
Course Fees	Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk .

Timetable Information

Timetables are made available to students during induction week via:

- The Student Portal (MyBeckett)
- The Leeds Beckett app

Any difficulties relating to timetabled sessions should be discussed with your Course Administrator.

Policies, Standards and Regulations www.leedsbeckett.ac.uk/academicregulations

The course follows the Academic Regulations except where noted below.

Assessments: Non-Medical Prescribing

This module is approved by the Nursing & Midwifery Council (NMC) and all components of assessments must be passed at the stated level to pass the module.

Recognition of Prior Learning

RPL through credit transfer is allowed where students have completed appropriate standalone CPD level 6 modules in health and social care in the past five years or are holders of an appropriate Advanced Diploma (level 6 60 credits). If you wish to transfer credits, this should be discussed with the Course Leader (and the maximum number of credits allowed to be transferred) prior to submitting your application.

Students with credit transfer who do not achieve the BSc honours degree target award profile may be eligible for the BSc ordinary degree contained award, with a maximum credit transfer of 40 credits.

Your Key Contacts

Course Director	Paul Mackreth
Course Leader	Debbie Casey, d.e.casey@leedsbeckett.ac.uk
Academic Advisor	Debbie Casey
Course Administrator	Sarah Kitching s.j.kitching@leedsbeckett.ac.uk

Work Related Activities

Students are normally employed in health and social care and their educational experiences are directly related to their practice. There are no additional work-related activities required for the course, but specific modules may have work-related activities and requirements.

Professional Accreditation or Recognition Associated with the Course

The Non-Medical Prescribing module is approved by the Nursing & Midwifery Council.

Accreditation/ Recognition Summary

Registered nurses can achieve the required professional standards to register as dual qualified independent and supplementary non-medical prescribers.

Course Overview

Aims

The course enables students to focus on their own learning and development in relation to their work role and service delivery. A crucial element of the course is appropriate monitoring and support for students so that their educational and professional aspirations can be matched against their organisational/employer needs and the academic quality and rigour required by the University.

The aim of this course is to develop knowledge and skills within health and community care practice to enable students to respond appropriately to changing local, regional and political drivers, and to work within complex health and community care environments. Practitioners successfully completing the course will have strengthened and developed themselves as independent, critical and reflective thinkers, increasingly confident in their academic development and the evidence base for health and community care practice.

In addition to the two core modules, the course allows students a choice of option modules from other groups in the School. This reflects health and social care practice, where professional boundaries are increasingly blurred. Students are therefore able to choose option modules that are relevant for their own practice and professional development.

Course Learning Outcomes

At the end of the course, students will be able to:

- 1 Demonstrate a systematic understanding of key concepts, theory and techniques and their application and relationships in real world contexts within health and community care.
- 2 Address problems in a complex and unpredictable context with an open mind, taking positive initiatives to identify innovative and enterprising solutions.
- 3 Effectively communicate information, ideas and arguments to different audiences including multimedia format and online methodologies.
- 4 Demonstrate a critical understanding of cross-cultural, ethical issues, global perspectives and the concepts of difference and diversity in their own practice.
- 5 Select, critically evaluate and apply a range of established research methods resulting in sound judgements informed by evidence and arguments.
- 6 Actively take responsibility for personal learning to demonstrate growth as a critical thinker, increasingly knowledgeable and reflective, and applying these skills in the work place.

Teaching and Learning Activities

Summary

Assessment, learning and teaching activities, both online and face-to-face, within the course embrace a student-centred philosophy and are designed around the principles of progressive and lifelong learning and transferability of skills. Students are experienced practitioners and, as such, the previous personal and professional learning of each student is valued as a foundation for a critical, questioning approach. Learning and teaching activities within modules are therefore aimed at developing active and authentic learning to support different learning needs and learning styles. These include academic led lectures and seminars; tutorials; student led seminars; presentations; group work; problem based learning activities; debates and

discussions; case studies; role play and simulation; reflection on practice; and online activities including quizzes and discussion board postings.

Shared learning is used to generate peer feedback to support formative assessment and to develop team working skills. The focus of learning is on application of theoretical concept to enhance students employability and career development, but primarily to improve their professional skills and knowledge in practice.

Credibility and relevance to practice is assured in a variety of ways. The core and option modules are delivered by a course team with a breadth of experience and expertise, supported by guest speakers and appropriate experts from the local health and community service providers. In addition, the modules have been developed and reviewed in partnership with appropriate stakeholders. The module choices reflect the diverse needs of the student group including modules with a strong clinical skills focus, whilst others have a broader outlook.

Organisation of teaching and learning activities acknowledge that many students are mature, with work, family, carer and other commitments. Varying modes of delivery are offered to meet the different professional, personal and practice demands that may impact on students' ability to study successfully, e.g., some modules are delivered over full study days or study blocks, some are delivered over a semester of two hourly sessions, others have minimal face-to-face requirements, but require students to engage in significant individual supervision or tutorial support, which can be via telephone, Skype or electronic as well as traditional face-to-face sessions. This allows students to consider how they might optimise their programme of study whilst taking into account other responsibilities. This inclusive approach also helps to support students with disabilities, in addition to the full range of University support services and reasonable adjustments that are available to our students.

As practitioners working within the health and community care sector, students are invited to share their cultural perspectives and are asked to reflect on their experiences of working with clients and service users from a variety of cultures. They are also invited to explore their own identity to enable greater understanding of others and acceptance of difference. Case studies, videos and examples used in teaching are drawn from diverse backgrounds and used to promote greater awareness of diversity and anti-oppressive practice. Students are supported to develop a broader global perspective which is beneficial, as they are employed in a range of organisations with diverse populations of clients. The implications of cultural diversity for professional practice are reiterated within all modules.

Your Modules

This information is correct for students progressing through the course in standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery is provided in your timetable.

The Course Leader will discuss your option modules with you before enrolment.

Full-time - September start			
Semester 1	Core Y/N	Semester 2	Core Y/N
Professional Portfolio Development in the Context of Health and Community Care (20 credits)	Y	Option module 1 (20 credits)	N
Option module 2 (20 credits)	N	Option module 3 (20 credits)	N
Management of the Research Process (40 credits)	Y	Management of the Research Process (40 credits) <i>*continued from semester 1</i>	Y

Part-time - September start			
Semester 1	Core Y/N	Semester 2	Core Y/N
Year 1			
Professional Portfolio Development in the Context of Health and Community Care (20 credits)	Y	Option module 1 and 2 (20 credits)	N
Year 2			
Option module 3 (20 credits)	N		
Management of the Research Process (40 credits)	Y	Management of the Research Process (40 credits) <i>*continued from semester 1</i>	Y

Part-time - January start			
Semester 1	Core Y/N	Semester 2	Core Y/N
Year 1			
Professional Portfolio Development in the context of health and community care (20 credits)	Y	Option module 1 and 2 (20 credits)	N
Year 2			
Option module 3 (20 credits)	N		
Management of the Research Process (40 credits)	Y	Management of the Research Process (40 credits) <i>*continued from semester 1</i>	Y

Level 6 Option Modules

The following option modules are **indicative** of a typical delivery year. There may be some variance in the availability of option modules so your choice of option modules will be discussed with your Course Leader. Some modules have **specific requirements** which must be met to be able to be undertaken and there may be modules running in other subject areas open to students on this course.

Evidencing Professional Learning 20 credits

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Infection Prevention and Control 20 credits

Legal and Ethical Practice in Health and Community Care 20 credits

Non-Medical Prescribing (NMC) 40 credits

Recognition and Management of the Acutely Ill Adult Patient 20 credits

The following option modules are delivered by the Psychological Therapies and Mental Health group

Applied Cognitive Behavioural Therapy Skills for Practice 20 credits

Applied Motivational Interviewing Skills for Practice 20 credits

Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Leader but applicants should note that the specific option choices students make, may influence both assessment and workload balance.

A standard 20 credit module equates to 200 notional learning hours, comprising teaching, learning and assessment and guided independent study. Modules may have more than one component of assessment.

Assessment

The modules are assessed by coursework. Some option modules have practical skills/an examination/presentation assessments.

Workload

Overall workload	Hours
Teaching and Learning	120
Independent Study and Assessment	1080
Work related learning	0
Total	1200

N.B. Some option modules have work related learning hours.

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Representative or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Advice Hub on the ground

floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to studentadvicehub@leedsbeckett.ac.uk.

Within MyBeckett there are two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration. The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.