

# Course Specification

## MSc Health and Community Care

Course Code: MSHCC

2023/24

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# MSc Health and Community Care (MSHCC)

## Applicant Course Specification for 2023/24 Postgraduate Entrants

Confirmed at January 2023

### General Information

<b>Award</b>	Master of Science Health and Community Care
<b>Contained Awards</b>	Postgraduate Diploma Health and Community Care Postgraduate Certificate Health and Community Care
<b>Awarding Body</b>	Leeds Beckett University
<b>Level of Qualification and Credits</b>	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England
<b>Course Lengths and Standard Timescales</b>	<p>Start dates are notified to students via their offer letter. The length and mode of delivery of the course are:</p> <ul style="list-style-type: none"><li>• 1 year full-time, campus based</li><li>• 2 years part-time or 3 years part-time, campus based</li></ul>
<b>Part Time Study</b>	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.
<b>Location of Delivery</b>	City Campus, Leeds
<b>Entry Requirements</b>	<p>Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: <a href="https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/">https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/</a></p> <p>Admissions enquiries may be directed to: <a href="mailto:AdmissionsEnquiries@leedsbeckett.ac.uk">AdmissionsEnquiries@leedsbeckett.ac.uk</a>.</p>
<b>Course Fees</b>	Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to <a href="mailto:Fees@leedsbeckett.ac.uk">Fees@leedsbeckett.ac.uk</a> .

## Timetable Information

Timetables for semester one are made available to students during induction week via:

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

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

## Policies, Standards and Regulations

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

The course follows the Academic Regulations except where noted below.

**Professional modules:** The course has professional modules and all components of assessments must be passed at the stated threshold to pass these modules: Non-Medical Prescribing approved by the Nursing & Midwifery Council and Non-Medical Prescribing for Allied Health Professions approved by the Health Care & Professions Council.

**Reasonable adjustment plans:** Due to the professional requirements of Non-Medical Prescribing, readers and scribes are not usually permitted in any exams relating to online calculations, health care numeracy assessments or practical exams. These exams and assessments replicate practice and this level of support is not reasonable in practice. Students will be supported with extra time if detailed in the reasonable adjustment plan.

## Your Key Contacts

Course Director	Paul Mackreth
Course Leader/Academic Advisor	Debbie Casey
Course Administrator	Angela Hill <a href="mailto:a.hill@leedsbeckett.ac.uk">a.hill@leedsbeckett.ac.uk</a>

## Work Placement Information

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 modules are approved by the Nursing & Midwifery Council and the Health & Care Professions Council.

### **Accreditation/ Recognition Summary**

Registered professionals can achieve the required professional standards to register as dual qualified independent and supplementary non-medical prescribers unless the profession only undertakes supplementary prescribing.

## **Course Overview**

### **Aims**

The philosophy for the MSc Health and Community Care is reflective of the University's and School's CPD philosophy that aims to place the student at the centre of all activities with which they are engaged. The course aims to offer students working in health and social care a flexible postgraduate pathway to enable students to significantly advance their personal and professional knowledge by selecting and pursuing an individualised programme of study. It aims to support students in the transition from graduate to postgraduate level to become sophisticated, independent critical thinkers able to apply their knowledge with originality in both the academic and professional context.

The course is inter-professional in nature so students have varied backgrounds across a range of work settings. Some students have promotional aspirations but most are seeking personal and professional development to influence and develop professional practice. The course enables students to focus on their own learning and development in relation to their work role and service delivery. It provides an educational experience in a flexible yet coherent manner to students for whom the rigid structure of some courses may have been unsuitable for their needs. Each student is on an individually tailored course facilitated through negotiation and discussion with the Course Leader.

In addition to the core modules, the course allows students a choice of options from across different subject areas. 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. The course is structured to be flexible to allow students to progress at a rate which suits their own personal and professional needs. The part-time course is designed for two years or three years of study, but there is flexibility to allow a longer study period if required.

### **Course Learning Outcomes**

At the end of the course, students will have:

- 1 An advanced knowledge base which extends to a systematic understanding and critical evaluation of student's own area of practice within health and community care.
- 2 Critical awareness and analysis of the application of theory to practice in student's own area of practice.
- 3 Independent thought, originality, synthesis of ideas and the generation of alternative views.

- 4 A comprehensive awareness of ethical issues and an ability to make sound judgements in the absence of complete data, and to communicate conclusions clearly to specialist and non-specialist audiences.
- 5 Critical analysis and evaluation of current research and research methodologies, and their application to student's own area of practice.
- 6 The ability to successfully complete a substantial research project with relevance to practice.

## **Teaching and Learning Activities**

### **Summary**

Assessment, learning and teaching activities within the course embrace a student-centred philosophy and are designed around the principles of lifelong learning and transferability of skills. Students on the course 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. They 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 concepts to enhance students employability and career development, but primarily to broaden and enhance their perspectives to enable them to advance as practitioners in complex health and social care contexts.

Credibility and application 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 some 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. 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 are 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 within 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 will be provided in your timetable.

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

<b>Semester 1</b> <b>Full-time</b>	<b>Core</b> <b>Y/N</b>	<b>Semester 2</b>	<b>Core</b> <b>Y/N</b>
Option Module 1 20 credits	N	Option Module 3 20 credits	N
Option Module 2 20 credits	N	Evidencing Professional Learning 40 credits	Y
Understanding Social Research and Evaluation 20 credits ( <i>blended delivery: campus and online</i> )	Y		
Research in Practice (Dissertation) 60 credits	Y	Research in Practice continues	Y

<b>Semester 1</b> <b>Part-time 2 years - indicative</b>	<b>Core</b>	<b>Semester 2</b>	<b>Core</b>
<b>Year 1</b>			
Option Module 1 20 credits	N	Option Module 3 20 credits	N
Option Module 2 20 credits	N	Understanding Social Research and Evaluation 20 credits ( <i>blended delivery: campus and online</i> )	Y
<b>Year 2</b>			
Option Module 4 20 credits	N	Option Module 5 20 credits	N
Research in Practice (Dissertation) 60 credits	Y	Research in Practice continues	Y

<b>Semester 1</b> <b>Part-time 3 years – indicative</b>	<b>Core</b>	<b>Semester 2</b>	<b>Core</b>
<b>Year 1</b>			
Option Module 1 20 credits	N	Option Module 3 20 credits	N
Option Module 2 20 credits			
<b>Year 2</b>			
Understanding Social Research and Evaluation 20 credits ( <i>blended delivery: campus and online</i> )	Y	Option Module 5 20 credits	N
Option Module 4 20 credits	N		
<b>Year 3</b>			
Research in Practice (Dissertation) 60 credits	Y	Research in Practice continues	Y

## Level 7 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.

Advanced Health Assessment 20 credits

Assessment and Management of Complex Health Conditions 20

Building Community Capacity in Public Health 20

Evidencing Professional Learning 20

Evidencing Professional Learning 40 (*this is a core module for the full-time route*)

Infection Prevention and Control 20

Legal and Ethical Practice in Health and Community Care 20

Non-Medical Prescribing (NMC) 40

Non-Medical Prescribing for AHPs (HCPC) 40

Professional Portfolio Development in the Context of Health and Community Care 20

Recognition and Management of the Acutely Ill Adult Patient 20

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

Applied Cognitive Behavioural Therapy Skills for Practice 20

Applied Motivational Interviewing Skills for Practice 20

## 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 made will influence both assessment and workload balance.

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

### Assessment

The course is assessed by coursework. Some option modules have practical skills/ examination assessments.

## Workload

Overall workload	Hours
Teaching and Learning	164
Independent Study and Assessment	1636
Placement	0
Total	1800

*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.

## Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers 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. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at [studentadvice@leedsbeckett.ac.uk](mailto:studentadvice@leedsbeckett.ac.uk), telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

## Support and Opportunities

Within MyBeckett you will see two tabs, Support and Opportunities, where you can find online information and resources.

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.