



LEEDS
BECKETT
UNIVERSITY

Course Specification

BSc (Hons) Health and Community Care

Course Code: BSHEC

2026/27

leedsbeckett.ac.uk

BSc (Hons) Health and Community Care (BSHEC)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at November 2025

General Information

Award	Bachelor of Science with Honours Health and Community Care
Contained awards	Bachelor of Science Health and Community Care (Level 6)
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	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is: <ul style="list-style-type: none">• 1 year (full time, campus based)
Location(s) of delivery	The majority of teaching will be at City campus but on occasion may be at Headingley campus.
Entry requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .
Course fees	Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk .

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.

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

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(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.

Due to funding by employers the following are allowed:

- Current BScH Health and Community enrolled students can take some modules as 'standalone' during their enrolment. Students receive a Letter of Completion at the Exam Board for the standalone module/s and the credit is immediately RPL'd for the course (marks will be used). All students must undertake the 40 credit core module Management of the Research Process when enrolled on the course and it cannot be undertaken as a standalone module. The degree classification is then calculated on at least a minimum of 60 credits.
- Applicants can apply at Admissions stage for up to 80 credits RPL-credit transfer, so long as at least one 20 credit module was undertaken at LBU in the past five years. The course team will confirm that all prior learning remains current and relevant to the award. Students will then undertake the Management of the Research Process (40 credits) while enrolled on the course. The degree classification is then calculated on at least a minimum of 60 credits.

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.

Professional Accreditation or Recognition Associated with the Course

None.

Timetable

Timetables for Semester 1 will be made available to students during induction week via:

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

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

Key Contacts

Your course director

Paul Mackreth

Your course administrator

Sarah Holstead, s.holstead@leedsbeckett.ac.uk

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.

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 workplace.

Teaching and Learning Activities

Summary

Teaching and learning sessions mainly take place in person on campus, with the occasional activity online.

Assessment, learning and teaching activities 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 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, MS Teams 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 supports 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 programme 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.

Level 6

Compulsory modules

Module title	Credits	Semester/ teaching period
Professional Portfolio Development in the Context of Health and Community Care	20	1
Global Perspectives	20	1
Legal and Ethical Practice in Health and Community Care	20	2
Evidencing Professional Learning	20	2
Management of the Research Process	40	Year-long

Number of credits of compulsory modules	120	
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Assessment and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 6

Level 6 is assessed by coursework predominately, with a presentation and practical assessment.

Workload

Overall Workload	Level 6
Teaching, learning and assessment	145 hours
Independent study	1255 hours
Placement	-