



LEEDS
BECKETT
UNIVERSITY

Course Specification

MSc Health and Community Care

Course Code: MSHCC

2026/27

MSc Health and Community Care (MSHCC)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at November 2025

General Information

Award	Master of Science Health and Community Care
Contained awards	Postgraduate Diploma Health and Community Care Postgraduate Certificate Health and Community Care
Awarding body	Leeds Beckett University
Level of qualification and credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England.
Course lengths and standard timescales	<p>Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is:</p> <ul style="list-style-type: none">• 12 months (full time, campus based)• 24 months (part time, campus based)• 36 months (part time, campus based)
Part time study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that defined within this information set but the modules offered within each level are consistent. Please note that a work placement option is not generally available to PT students.
Location(s) of delivery	The majority of teaching will be at City campus but on occasion may be at Headingley campus.
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: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/</p> <p>Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk.</p>
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/>

Standard regulations apply to this course except where noted below.

Assessments

Advanced Health Assessment option module: This module is a core module on the MSc Advanced Clinical Practice course and has an agreed exemption that both assessments must be passed to pass the module.

Non-Medical Prescribing approved by the Nursing & Midwifery Council and

Non-Medical Prescribing for Allied Health Professions approved by the Health Care & Professions Council

Non-Medical Prescribing is a 40-credit module within this course approved by the NMC and the HCPC.

Students must satisfy the criteria for this element of their course to comply with professional standards.

- Fitness to Practise: The Non-Medical Prescribing module is authorised to use the University Fitness to Practise Policy and Procedure. Details can be found here.
- Must pass components: All components of assessments must be passed at the stated threshold to pass these modules.
- Pass marks: Two assessments have pass marks above the threshold pass mark: the examination has a pass mark of 80% and the numerical assessment examination has a pass mark of 100%. The overall mark is pass/fail for both assessments.
- Third attempt at pharmacology and numeracy exams: An exception to the regulations to allow for a 3rd attempt at the pharmacology and numeracy exams for Non-Medical Prescribing.
- 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.

Recognition of Prior Learning (RPL) - requests for credit transfer for Non-Medical Prescribing

For students who already hold a Non-Medical Prescribing qualification:

- RPL requests will be subject to mapping to the Royal Pharmaceutical Society (2021) Competency Framework.
- For RPL requests for qualifications at level 7 for 30 credits or at level 6, students will also be able to apply for Recognition of Experiential Learning through the submission of a critical reflection. Guidance and tutorial support will be provided for this process.

Professional Accreditation or Recognition Associated with the Course

Professional body

The Non-Medical Prescribing modules are approved by the Nursing & Midwifery Council (NMC) and the Health & Care Professions Council (HCPC).

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.

Further details

NMC Recordable qualifications information

<https://www.nmc.org.uk/registration/staying-on-the-register/adding-qualifications/>

V300 Non-Medical Prescribing: The V300 award must be registered with the NMC within five years of successfully completing the prescribing programme. If you fail to do this, you will have to retake and successfully complete the programme in order to qualify as a prescriber. You may only prescribe once your prescribing qualification has been annotated on the NMC register and you may only prescribe from the formulary you are qualified to prescribe from and within your competence and scope of practice.

HCPC Post-registration qualification

<https://www.hcpc-uk.org/registration/your-registration/registration-faqs/>

The HCPC's advice is: Registrants who have gained post-registration qualifications need not update these with us. We receive this information automatically from our approved education providers and update registrants' records without them having to get in touch.

'In Year' Work Placement Information

Summary

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, except for Non-Medical Prescribing, but specific modules may have work-related activities and requirements.

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 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 be able to:

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

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 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 programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. 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.

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. Please note that there are restrictions for international students choosing distanced learning option modules.

Level 7

Compulsory modules

Module title	Credits	Semester/ teaching period
Understanding Social Research and Evaluation	20	1
Option module 1	20	1
Option module 2	20	1
Evidencing Professional Learning	40	2
Option module 3	20	2
Research in Practice (Dissertation)	60	Year-long
Number of credits of compulsory modules	120	

Option modules

Module title	Credits	Semester/ teaching period
Advanced Health Assessment	20	1
Assessment and Management of Complex Health Conditions	20	2
Evidencing Professional Learning	20	1/2
Evidencing Professional Learning (Core on FT route)	40	1/2
Infection Prevention and Control	20	2
Legal and Ethical Practice in Health and Community Care	20	2
Non-Medical Prescribing (NMC)	40	1/2
Non-Medical Prescribing for AHPs (HCPC)	40	1/2
Professional Portfolio Development in the Context of Health and Community Care	20	1/2
Public Health in Practice	20	1
Recognition and Management of the Acutely Ill Adult Patient	20	2
Number of credits of option modules a student should choose	60	

Assessment 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 Director, but applicants should note that the specific option choices students make may influence both assessment and workload balance.

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 7

The course is assessed by coursework and a dissertation. Some option modules have practical/examination assessments.

Workload

Overall Workload	Level 7
Teaching, learning and assessment	164 hours
Independent study	1636 hours
Placement	0 hours

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