



**LEEDS
BECKETT
UNIVERSITY**

Course information for applicants

This information applies to the course as it will be delivered to students starting the course in 2027/28.

Information provided here was confirmed on 22/09/2026

General information

Programme code

MSHCC

Target award

If you complete this course successfully you will be eligible for the award of:

MSc Health and Community Care

Delivery mode

- ☒ On campus
☐ Distance learning

Where you will study

The majority of teaching will be at City campus but on occasion may be at Headingley campus.

[Click or tap here to enter text.](#)

Awarding body

Leeds Beckett University

Regulator

Office for Students

Level of qualification

Level 7 of the Framework for Higher Education Qualifications

Course duration

If you are made an offer of a place on the course, your offer letter will include the start date.

This course can be studied:

- 12 months full-time
- 24 months part-time
- 36 months part-time

Part-time study

This course can be studied part-time.

If you study the course part-time, it will usually take twice as long to complete compared with the equivalent full-time course. The modules may be delivered in a different sequence than on the full-time course, but you will study the same modules at each academic level. With the agreement of the course team, you may be able to increase your pace of study to shorten the overall course duration.

As a part-time student, you will not usually have the option of a work placement.

Work placement

This course does not include a placement year.

Entry requirements

Admissions criteria are available on the online prospectus entry for this course.

If you have previous relevant qualifications or experience, you could be exempt from certain parts of your course. Recognition of prior learning (RPL) allows you to start your course at a point appropriate to the learning and skills that you may have developed in a professional, vocational or community setting.

Find out more here: <https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning>

If you have questions about entry requirements and admissions, contact AdmissionsEnquiries@leedsbeckett.ac.uk

Course fees

Course fees and a breakdown of any additional costs is included on the online prospectus entry for this course.

If you have questions about fees for this course, contact Fees@leedsbeckett.ac.uk

Timetable

You will receive your full timetable for the year during induction week.

What you will study

Course 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 (University Education Strategy, 2016-21).

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.

Teaching and learning activities

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
- 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.

- any specific academic support and skills delivery
- what will be expected from students in terms of their independent study.

Course structure

This information is correct for students progressing through the course within standard timescales. If you have to repeat study or take time out during your course, you may be taught alternative modules which meet the overall course learning outcomes.

The option modules listed may vary. Those listed here are likely to be offered in a typical year.

Level 7

Route 1: Full-time 12 months

To achieve the award of MSc Health and Community Care a student must successfully complete:

- Understanding Social Research and Evaluation (20 credits)
- Evidencing Professional Learning (40 credits)
- Research in Practice (Dissertation) (60 credits)
- The remaining 60 credits come from any other level 7 CPD modules. *

Compulsory modules

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

Option modules

Module title	Credits	Semester/teaching period
Public Health in Practice	20	Semester 1

Evidencing Professional Learning	20	Semester 1/2
Professional Portfolio Development in the Context of Health and Community Care	20	Semester 1/2
Assessment and Management of Complex Health Conditions	20	Semester 2
Infection Prevention and Control	20	Semester 2
Legal and Ethical Practice in Health and Community Care	20	Semester 2
Recognition and Management of the Acutely Ill Adult Patient	20	Semester 2
Total number of credits of elective modules a student must enrol on:	60	

Route 2: Part-time 24 months

To achieve the award part-time a student must successfully complete:

- Understanding Social Research and Evaluation (20 credits)
- Research in Practice (Dissertation) (60 credits)
- The remaining 100 credits come from any other level 7 CPD modules. *

Compulsory modules

Year One

Module title	Credits	Semester/teaching period
Option Module 1	20	Semester 1
Option Module 2	20	Semester 1
Option module 3	20	Semester 2
Understanding Social Research and Evaluation	20	Semester 2
Total number of credits of compulsory modules:	20	

Compulsory modules

Year Two

Module title	Credits	Semester/teaching period
Option Module 4	20	Semester 1
Option Module 5	20	Semester 2
Research in Practice (Dissertation)	60	Year-long
Total number of credits of compulsory modules:	60	

Option modules

Module title	Credits	Semester/teaching period
Public Health in Practice	20	Semester 1
Evidencing Professional Learning	20	Semester 1/2
Evidencing Professional Learning	40	Semester 1/2
Professional Portfolio Development in the Context of Health and Community Care	20	Semester 1/2
Assessment and Management of Complex Health Conditions	20	Semester 2
Infection Prevention and Control	20	Semester 2
Legal and Ethical Practice in Health and Community Care	20	Semester 2
Recognition and Management of the Acutely Ill Adult Patient	20	Semester 2
Total number of credits of elective modules a student must enrol on:	60	

Route 3: Part-time 36 months

To achieve the award part-time a student must successfully complete:

- Understanding Social Research and Evaluation (20 credits)
- Research in Practice (Dissertation) (60 credits)
- The remaining 100 credits come from any other level 7 CPD modules. *

Compulsory modules

Year One

Module title	Credits	Semester/teaching period
Option Module 1	20	Semester 1
Option Module 2	20	Semester 1
Option module 3	20	Semester 2
Total number of credits of compulsory modules:	0	

Compulsory modules

Year Two

Module title	Credits	Semester/teaching period
Understanding Social Research & Evaluation	20	Semester 1
Option Module 4	20	Semester 1
Option Module 5	20	Semester 2
Total number of credits of compulsory modules:	20	

Compulsory modules

Year Three

Module title	Credits	Semester/teaching period
Research in Practice (dissertation)	60	Year-long
Total number of credits of compulsory modules:	60	

Option modules

Module title	Credits	Semester/teaching period
Public Health in Practice	20	Semester 1
Evidencing Professional Learning	20	Semester 1/2
Evidencing Professional Learning	40	Semester 1/2
Professional Portfolio Development in the Context of Health and Community Care	20	Semester 1/2
Assessment and Management of Complex Health Conditions	20	Semester 2
Infection Prevention and Control	20	Semester 2
Legal and Ethical Practice in Health and Community Care	20	Semester 2
Recognition and Management of the Acutely Ill Adult Patient	20	Semester 2
Total number of credits of elective modules a student must enrol on:	60	

* There is flexibility on when the option modules are undertaken.

Assessment and feedback

The balance of assessment may change depending on which option modules you choose.

Level 7

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

Workload

You can expect to spend a total of 100 hours learning per 10 credits.

Typically, a student on this course can expect to divide their time like this:

Overall workload	Level 4
Teaching, learning and assessment	164 hours
Independent study	1636 hours
Placement study	0 hours