

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' Faculty (<i>ICE / BCDI / SHS</i>)	
'Parent' School	HLS
Professional accreditation body (<i>if applicable</i>)	N/A
Final award (<i>eg. BA Hons</i>)	BSc (Hons)
Title of programme(s)	Health and Social Care Health and Social Care with Foundation Year in Health
Subsidiary award(s) (<i>if any</i>)	Certificate in Higher Education: Health and Social Care (Fallback award) Diploma in Higher Education: Health and Social Care (Fallback award) Ordinary degree in Health and Social Care (Fallback award)
Honours type (<i>Single / Joint / Combined</i>)	Single
Duration and mode(s) of study	3 years (Full-time) 6 years (Part-time)
Month/year of approval of programme	March 2026
Start date (this version) (<i>month and year</i>)	September 2026
Periodic review next due (<i>academic year</i>)	2032/2033
HECoS subject code(s)	100476 -Health and Social Care(100%)
UCAS course code & route code (available from Admissions)	UCAS Course Code L590 Route Code HLTASCO
SITS codes (<i>Course / Pathway / Route</i>) (available from Student Administration)	Route Code HLTASCO
Delivery venue(s)	Leeds Trinity University (Horsforth Campus) Waltham International College (WIC) Results Consortium (RT) Scholars School System (SSS)

2. Aims of the programme

**Rationale and general aims, including what is special about this programme
(from the student's and a marketing perspective)**

The health and social care field is diverse and dynamic with an increasing focus on working across collaborative and integrated provision of robust and effective care in a myriad of primary and acute settings. The BSc (Hons) Health and Social Care programme is designed to equip you with the advanced knowledge, skills, values, and resilience to meet the opportunities and challenges presented by the broad range of issues facing health and care practices.

The Programme Aims are to:

- Enable you to use subject-specific theoretical knowledge to evaluate the impact and outcomes of and solutions to contemporary challenges in health and social care.
- Develop your understanding, utilisation and critique of research methods and techniques to generate health and social care knowledge and service improvement.
- Develop your personal responsibility and professional accountability in providing high quality and inclusive care/services for individuals, families and communities.
- Enable you to work effectively and collaboratively across multi-disciplinary groups and respond creatively to changing health and social care policy demands.
- Develop your communication, teamwork, leadership and critical self-reflection skills so prepare you for lifelong learning and employment in the health and social care sector.
- Develop knowledge on digital technologies and innovations, critiquing application and reflecting on digital competence and preparedness for increased digitisation of health and social care.
- Prepare you for employment by developing your personal and professional skills as applied to workplace settings.
- Consider global perspectives, challenges and opportunities in health and social care.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P) *(for example, lab skills and similar)*
- employability skills (postgraduate) (E) **or** attributes and skills (undergraduate) (AS)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, students will have *demonstrated*:

- K1 a coherent understanding of effective communication skills, values and awareness of equality and diversity support inclusive and anti-discriminatory health and social care practice.
- K2 a sound recognition of the basic principles of person-centred care in promoting positive outcomes for the health and wellbeing of individuals, families, and communities.
- K3 broad awareness of the key features of contemporary health and social care policy including professional responsibilities and accountability integrated health and care provision.
- K4 an appreciation of how sociological and psychological theories and concepts can inform health inequalities, risk taking, health behaviours and inequities in health outcomes of individuals, diverse communities and populations taking account of social justice.
- K5 a well-rounded insight into the multidisciplinary nature of health and social care practice, evaluating how this supports the diverse needs of individuals, families, and communities.
- K6 a confident understanding of research methodologies, including their key features and application in diverse care settings.
- K7 critical interpretation and use of health intelligence data to analyse health and social care issues and inform developments in evidence-based practice.
- K8 an awareness of advances in IT and digital health technologies, and challenges and opportunities that these innovative ways of working present for service providers and practitioner roles
- I1 secure use of analytical techniques appropriate to informing perspectives on physical, psychosocial and mental wellbeing in the field of health and social care ;

- I2 critical evaluation of various research methodologies for exploring specific research questions, problems and designs in health and social care. in a disciplinary context;
- I3 consideration of ethics and values, including where appropriate sustainability, relevant to their discipline.
- I4 effective and sustained communication of results and arguments;
- I5 understanding of the limits of their knowledge and the consequent influence on their analysis;
- I6 evaluation of theory with practice and justifying choices in approaches to working with individuals, families and communities.
- P1 differentiating between the principles of empowerment, advocacy and strengths'-based approaches in supporting personalised care and asset-based community development.
- P2 Analysis, evaluation and communication of a range of health and social care ideas and interventions to relevant audiences within the sector, selecting appropriate methods to convey information to the target group
- P3 critical reflection on issues of ethical and professional responsibility, accountability and leadership and evaluate how these contribute to the safe and compassionate delivery of health and social care.
- P4 recognition of relevant policy and legislation in a range of complex, health and social care practice settings and scenarios.
- P5 use of relevant IT to collate, analyse, select and present information, demonstrating digital literacy.
- P6 an ability to listen and comprehend when presented with new ideas or information.

Attributes and Skills Outcomes (undergraduate degree programmes)

AS1 Working Independently - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager;

AS2 Research & Thinking Critically - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action;

AS3 Digital Confidence - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches;

AS4 Adaptability - the ability to make the most of changing circumstances and adapt to new conditions;

AS5 Resilience - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events;

AS6 Professional Outlook - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals;

AS7 Effective Communication - the ability to work cooperatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts;

AS8 Ethics, Diversity, Sustainability - making a positive impact on society and the environment as a whole;

AS9 Enterprise and Entrepreneurship - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project.



3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements <i>(including appropriate references to any PSRB, employer or legislative requirements)</i>
<p>All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).</p> <p>The programme is congruent with the QAA Benchmark Statement in Health Studies (2024). Relevant module learning outcomes and assessments are also mapped against the 8 standards of the 2019 UK Public Health Register (UKPHR) amended standards for practitioner registration. These 8 standards encompass:</p> <ol style="list-style-type: none"> 1. Practising professionally, ethically, and legally; 2. Using public health information to influence population health and well-being; 3. Assessing the evidence for public health intervention and services; 4. Protecting the public from health risks while addressing differences in risk exposure and outcomes; 5. Implementing public health policy and strategy; 6. Collaborating across organisations and boundaries to deliver the public health function; 7. Planning implementing and evaluating public health programmes and projects; and, 8. Communicating with others to improve health outcomes and reduce health inequalities.

4. Learning outcomes for subsidiary awards

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p>Learning outcomes for the award of <u>Certificate of Higher Education: Health and Social Care</u></p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ol style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Learning outcomes for the award of <u>Diploma of Higher Education: Health and Social Care</u></p>
<p>The assessment strategy is designed so that each of these</p>	

<p>outcomes is addressed by more than one module over Levels 4 & 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p>	<p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.</p> <p>Learning outcomes for the award of an <u>Ordinary Degree</u>: Health and Social Care</p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>
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5. Content

Summary of content by theme (providing a 'vertical' view through the programme)

The programme is modular based and includes core themes that cover biopsychosocial theories, community and public health practice, research, policy and legal frameworks, care values and employability.

- At Level 4, you will explore the Biopsychosocial model of health, workplace employability, global views, digital technologies inequality, inclusivity, diversity, you will select and describe theories and concepts which explain causality and evidence relating to health and wellbeing in diverse communities. You will link these theories to professional values and be expected to communicate knowledge and understanding of the lived human experience of health and holistic perspectives of practice.
- At Level 5, global, employability, challenges community face multi-agency working you will continue to build upon your knowledge and analyse theoretical and professional rationales to the solution of health and social care problems informed by approaches embedded in multi-agency working and social justice perspectives. You will consider the role of research, policy, and integrated approaches to care in assessing and supporting the planning, research and evaluation of interventions to service users facing a range of health issues.
- At Level 6, Leadership, mentoring, coaching, challenges, digital, global, employability you will develop skills in using a range of therapeutic interventions to promote and improve health and wellbeing. You will be able to synthesise and critically evaluate key theories, concepts, principles, and policies and be able to develop a reasoned argument to lead and manage the delivery of qualitative health outcome for diverse needs of service users. The importance of cultural

competence practice, an awareness of social justice, multi-agency working, adherence to relevant legislation and enhancing professional standards in the context of an integrated delivery of health and care will be evident throughout all levels of study.

6. Structure

BSc (Hons) Health and Social Care

Duration: 3 years full-time

Total credit rating: 360 (180 ECTS)

Level 4- with effect from September 2026

HSC4003	Psychological Perspectives on Health and Wellbeing	Sem 1	30 credits
HSC4013	Sociological Influences on Health and Wellbeing	Sem 1	30 credits
HSC4023	Biological Approaches to Health	Sem 2	30 credits
HSC4033	Professional Development through Practice	Sem 2	30 credits

Level 5- with effect from September 2027

HSC5003	Contemporary Issues in Health and Social Care	Sem 1	30 credits
HSC5013	Understanding Community Care	Sem 1	30 credits
HSC5023	Continuing Professional Development through Practice (inc. placement)	Sem 2	30 credits
HSC5033	Global Perspectives and Evidence Based Practice	Sem 2	30 credits

Level 6- with effect from September 2028

HSC6003	Health and Social Care Project	Sem 1&2	30 credits
HSC6013	Digital Innovations in Health and Social Care	Sem 1	30 credits
HSC6023	Leadership, Coaching and Mentoring in Health and Social Care Settings	Sem 1	30 credits
HSC6033	Challenges and Opportunities in Accessing Health and Social Care Services	Sem 2	30 credits

BSc (Hons) Health and Social Care

Duration: 6 years part-time

Total credit rating: 360 (180 ECTS)

Level 4- with effect from September 2026

Year 1

HSC4003	Psychological Perspectives on Health and Wellbeing	Sem 1	30 credits
HSC4023	Biological Approaches to Health	Sem 2	30 credits

Year 2

HSC4013	Sociological Influences on Health and Wellbeing	Sem 1	30 credits
HSC4033	Professional Development through Practice	Sem 2	30 credits

Level 5- with effect from September 2027

Year 3

HSC5013	Understanding Community Care	Sem 1	30 credits
HSC5033	Global Perspectives and Evidence Based Practice	Sem 2	30 credits

Year 4

HSC5003	Contemporary Issues in Health and Social Care	Sem 1	30 credits
HSC5023	Continuing Professional Development through Practice (inc. placement)	Sem 2	30 credits

Level 6- with effect from September 2028

Year 5

HSC6013	Digital Innovations in Health and Social Care	Sem 1	30 credits
HSC6033	Challenges and Opportunities in Accessing Health and Social Care Services	Sem 2	30 credits

Year 6

HSC6023	Leadership, Coaching and Mentoring in Health and Social Care Settings	Sem 1	30 credits
HSC6003	Health and Social Care Project	Sem 1&2	30 credits

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and academic experience for the programme

The Health and Social Care programme aims to provide a dynamic, inclusive, and career-focused educational experience. This approach aligns with the university's broader strategic goals of placing partnership and inclusion at the heart of how we teach, enhancing student retention and progression, fostering employability, and promoting social justice through education.

To place student co-creation at the heart of programme development, students are also encouraged to become reflective practitioners, with our programme offering students the chance to reflect on their journey, connect their learning and teaching with societal issues and plan for their next steps. The programme has also been developed in consultation with students and wider industry expectations to provide graduates with the knowledge and skills relevant to the role of a professional working in a variety of health and social care settings (Strategic Aim 4 & Objective 1 LTAE Strategy 2022-2026). Students can expect to be partners in their learning journey, with all learning activities adopting a student-centred approach. Student feedback is integrated into all of our programmes and we strive to provide an active and participatory learning experience that incorporates the positive contribution that students lived experiences bring to the topics under focus. The programme adopts a consistent approach to using the Pre Live and Post (PLP) teaching model with a strong focus on digital pedagogy and digital skill development encouraged as part of the wider competences that are relevant to the health and social care context.

The programme actively seeks to develop an anti-discriminatory stance that has social justice at the centre of tackling health inequalities with a strong connection with how issues of race, ethnicity, and difference influence culturally competent practice, actively discussed in all modules (Objective 2 LTAE Strategy 2022-2026). To deepen a focus on internationalisation, students are encouraged to consider the global nature of inequality and engage with the conceptualisation of the place of health and wellbeing as a broad and overarching focus in global goals, such as the UN sustainable development goals, when seeking to address the health and care agenda.

The teaching model adopted by the programme promotes inputs from multidisciplinary and interdisciplinary perspectives. The place of multi-agency, inter-agency, inter-professional collaboration, and policy relevance in health and care are embedded in approaching ideas in modules. The programme aims to be career-led by ensuring that modules equip students with knowledge and opportunities to develop professional expertise.

1. Programme-level articulation

Learning and teaching activities within the programme are explicitly designed to integrate experiential, simulated, and interdisciplinary learning, making purposeful use of the wider School of Health and Life Sciences community and facilities. Teaching approaches emphasise applied learning through practice-based simulations, laboratory and clinical skills development, case-based and problem-based learning, and interdisciplinary collaboration with students and staff across health, life sciences, and allied disciplines. These activities are structured to support the development of professional judgement, relational practice, and integrative knowledge, enabling students to connect theory with real-world contexts. Opportunities for shared learning across the School are embedded within modules, ensuring that students engage with diverse perspectives, professional roles, and epistemic approaches, while making effective use of specialist laboratories, simulation suites, digital learning environments, and practice-informed teaching spaces.

2. Specific learning and teaching activities

A. Experiential and simulated learning activities

- **Clinical and practice simulation** using high-fidelity ward to develop decision-making, communication, and ethical reasoning in safe, supervised environments.
- **Practical sessions** within life sciences facilities to support applied scientific understanding, data interpretation, and evidence-informed practice.
- **Skills-based workshops** (e.g. assessment, observation, intervention planning, or analytical techniques) facilitated by academic staff and practice-experienced professionals.
- **Scenario-based learning and role-play**, enabling students to rehearse professional responses to complex, uncertain, or ethically challenging situations.
- **Digital and virtual simulations**, including case simulations and interactive platforms, to extend experiential learning beyond physical settings.

B. Interdisciplinary learning opportunities

- **Shared modules and learning activities** delivered collaboratively across health, life sciences, and related programmes, enabling students to learn *with* and *from* peers in other disciplines.

- **Interdisciplinary case-based learning**, where students work in mixed-discipline groups to analyse complex health and life-science problems requiring integrated perspectives.
- **Joint workshops and seminars** drawing on expertise from across the School, including contributions from research-active staff and practice partners.
- **Collaborative project work** that addresses real-world challenges relevant to health and life sciences, encouraging integrative thinking and teamwork.

C. Community- and practice-informed learning

- **Engagement with the wider School community**, including guest lectures, practitioner-led sessions, and research-informed teaching.
- **Practice-informed assessments and learning tasks** aligned with professional and disciplinary contexts.
- **Opportunities for reflective and dialogic learning**, supporting students to critically examine their developing professional identities and epistemic assumptions.

D. Use of facilities and learning environments

- **Wards and simulation facilities** within the School of Health and Life Sciences.
- **Flexible teaching spaces** designed to support collaborative and interactive learning.
- **Digital learning platforms** to support blended, simulation-enhanced, and interdisciplinary learning activities.

Across all levels, the programme embeds employability skills and career development opportunities. This includes practical placements that encourage critical thinking about prospects that graduate opportunities in health and care present. There is also a promotion of the use of the Career Passport to track and showcase student skills and achievements. To further enhance the employability of graduates from the programme, the degree content is mapped against the UKPHR Public Health Practitioner Standards and students are also encouraged to gain a range of micro-credentials via access to the NHS England e-learning for healthcare hub.

The programme integrates the acquisition and application of research knowledge, theory and practice and equips graduates with advanced knowledge and skills in the social and applied studies of health and social care. All students are encouraged to develop core research skills as part of the curriculum alongside subject knowledge. A range of methodologies are emphasised to underpin how students may gather, synthesise and report on evidence as part of their learning activities. There is also an expectation that students are taught to make sense of a data-rich world, and are introduced to key software and data sources, e-learning resources, and relevant evidence bases to augment their independent research skills.

Staff engage in scholarly practice, research and knowledge exchange events, disseminate good practice, create communities of practice, and work towards recognitions of excellence of relevant teaching qualifications.

Assessments are consistently bound to LTU's principles of being valid and relevant, reliable with built-in integrity, fair and balanced, practical, and applicable, promoting individual resilience and team commitment, and Inclusive of learners with different requirements.

7b) Programme learning outcomes covered

Adjust LO codes as necessary. ↓	Assessed learning outcomes of the programme																		Attributes & Skills development											
	K1	K2	K3	K4	K5	K6	K7	K8	I1	I2	I3	I4	I5	I6	P1	P2	P3	P4	P5	P6	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9	
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	EDI & anti discriminatory practice	Person-centred care in integrated context	Policy and professional context	Sociological and psychological theories	Multi disciplinary work with diverse groups	Research methodologies	Health intelligence data	IT and digital health technologies	Analysis of health issues	Critical Evaluation	Ethics and Values	Communicating arguments	Understanding limits of analysis	Evaluating theory and practice	Differentiate principles	Interventions	Critical Reflection	Recognition of Policy and legislation	IT and digital literacy	Comprehending new ideas	Working independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise & Entrepreneurship	
HSC4003 Psychological Perspectives on Health and Wellbeing																														
HSC4013 Sociological Influences on Health and Wellbeing																														
HSC4023 Biological Approaches to Health																														
HSC4033 Professional Development through Practice																														
HSC5003 Contemporary Issues in Health and Social Care																														
HSC5013 Understanding Community Care																														
HSC5033 Global Perspectives and Evidence Based Practice																														
HSC5023 Continuing Professional Development through Practice																														
HSC6003 Health and Social Care Project																														
HSC6013 Digital Innovations in Health and Social Care HSC Independent Project																														
HSC6023 Leadership, Coaching and Mentoring in Health and Social Care Settings																														
HSC6033 Challenges and Opportunities in Accessing Health and Social Care Services																														

8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	None

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
<ul style="list-style-type: none">• Foundation Year Programme Regulations• Bachelor's Degree Programme Regulations• Diploma of Higher Education Programme Regulations• Certificate of Higher Education Programme Regulations

10. Prerequisites and additional information

Details of modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award <i>Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.</i>
N/A.

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.