



**UNIVERSITY OF  
PLYMOUTH**  
Faculty of Health and  
Human Sciences

## **University of Plymouth**

**Faculty of Health and Human Sciences**

**School of Nursing and Midwifery**

### **Pathway Specification**

**BSc /BSc (Hons) Professional Development  
In Community and Primary Care**

**Graduate Certificate/Diploma Professional Development  
in Community and Primary Care**

**Date of approval:  
Date of implementation:  
Year of first award:**

**December 2016  
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1. **Pathway Title:** BSc /BSc (Hons) Professional Development in Community and Primary Care

**Final award titles:**

BSc /BSc (Hons) Professional Development in Community and Primary Care

Graduate Certificate/Diploma Professional Development in Community and Primary Care

**UCAS code:** N/A

**JACS code:** B700

2. **Awarding Institution:** University of Plymouth

**Teaching institution(s):** University of Plymouth

3. **Accrediting body(ies)** N/A

4. **Distinctive Features of the Pathway and the Student Experience**

The Community and Primary Care pathway is aimed at a wide range of healthcare professionals who are at various stages of their careers and professional development. The Five Year Forward View outlines the challenges faced by the health and social care system in response to an ageing population with increasingly complex and multifaceted health and wellbeing issues. Delivering the strategic vision of the Five Year Forward View requires a 'joined up' approach for effective commissioning and delivery of community services. The team have a wealth of experience to promote teaching and learning informed by research and professional practice including academics, lecturer-practitioners and practitioner experts in practice. This is critical to providing learning opportunities which take account of strategic priorities of service and the development needs of the existing and future workforce. Composed of intermediate and outcome awards designed to match a range of career aspirations. The awards are flexibly designed to enable participants to 'step on and step off' over a 5 year period in response to service need and professional circumstances.

The BSc / BSc (Hons) Professional Development in Community and Primary Care pathway is:

- Designed for students who want to progress in their career through gaining a graduate academic qualification,
- Devised and revised in response to feedback from stakeholders and service providers
- Aiming to equip practitioners to work in the new and emerging models of care
- Blends core professional values and academic rigour
- Promotes integration and inter-professional learning
- Offers a large number of options that meet professional and organisational needs to enhance practice and service delivery within an academic framework.

The Graduate Certificate / Graduate Diploma are:

- Designed for students who are already qualified at Honours degree level, either recently qualified and / or recently appointed to a new clinical specialist area that may need to develop their skills and underpinning knowledge in order to practice safely and competently.

### **Distinctive features**

The distinctive features of these pathways are:

#### Core

- Targeted at the career development needs of health care professionals;
- Flexible and responsive to employers needs and service delivery;
- A student centred programme that enables choice and values prior experiential learning and experience
- Students can select clinical modules that enhance their specific work role;

#### Pathway Specific

- Offer opportunities for interprofessional learning
- Involves patient representatives in delivery
- Feature active engagement with stakeholders as key contributors
- Enables students to 'step on and step off' (within a time frame)
- Offers a named specialist pathway that the Community practitioner can use to enhance career opportunities

## **5. Relevant QAA Subject Benchmark Group(s)**

The Programme is informed by the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland for level 6 study (QAA for Higher Education 2008).

## **6. Pathway Structure**

The BSc (Hons) Professional Development Level 6 Programme in Community and Primary Care is based in the School of Nursing & Midwifery. This pathway is open to a range of health care practitioners registered either with the Nursing and Midwifery Council or the Health & Care Professions Council with experience of working within Community and Primary Care

This named pathway BSc/BSc (Hons) Professional Development in Community and Primary Care offer the healthcare professional a specific named award to enhance their career opportunities and learning within this specialist field. These core modules give the student a broad range of academic and practice related skills on which to build future studies. These core modules give the student a broad range of academic and practice related skills on which to build future studies. These core modules are run at the University and taught by University staff. Some of the optional modules are run under our academic partnership scheme.

<b>BSc Professional Development in Community</b>	<b>BSc (Hons) Professional Development in Community</b>
<b>Core Modules</b>	<b>Core Modules</b>
<b>HEAD360</b> <b>Understanding Evidence to Inform Clinical Decision Making</b> 20 credit core module	<b>HEAD360</b> <b>Understanding Evidence to Inform Clinical Decision Making</b> 20 credit core module
<b>HEAD373</b> <b>Integrated Community and Primary Care in Context</b> 20 credit core module	<b>HEAD373</b> <b>Integrated Community and Primary Care in Context</b> 20 credit core module
<b>HEAD374</b> <b>Integrated Community and Primary Care Practice</b> 20 credit core module	<b>HEAD374</b> <b>Integrated Community and Primary Care Practice</b> 20 credit core module
Plus optional 20 credit module	<b>HEAD361</b> <b>Independent Study</b> 40 credit core module  Plus optional 20 credit module

<b>Graduate Certificate Professional Development in Community and Primary Care</b>	<b>Graduate Diploma Professional Development in Community and Primary Care</b>
<b>60 Credits from Pathway Specific Module Choice see 13.3</b>	<b>120 Credits from Pathway Specific Module Choice see 13.3</b>



The School of Nursing & Midwifery has worked with local healthcare providers in Academic Partnership (AP) to develop specific work related modules accredited by the Faculty at level 6 run in one or more care settings, delivered by the health care provider. APs have expanded over the years, including development of new modules to suit local workforce needs as required. All AP courses are integrated into the Professional Development Programme and presented at the Professional Development Academic Board. These AP modules highlight the strong relationships we have with healthcare providers. All quality assurance processes are followed and overseen by our Academic Partnership Lead.

Optional modules for this pathway could include:

- Clinical Skills in Community and Primary Care
- Leadership & Innovation

Qualification	Breakdown of Credits
Ordinary Degrees (non-honours)	80 at Level 6
Honours Degrees	120 at Level 6
Graduate Certificate	60 at Level 6
Graduate Diploma	120 at Level 6 (includes 60 Certificate credits)

## 7. Pathway Aims

This pathway has been designed to develop and utilise appropriate skills whilst promoting an environment conducive to the provision of high quality care for service-users in Community and Primary Care.

The pathway aims to facilitate students to:

Explore the opportunities for transforming services in their own context and gain knowledge and appreciation of other professions, specialties and organisations who contribute to patient/client care. Work more effectively across professional and organisational boundaries to enhance patient/client care.

The pathway aims to

1. Produce challenging and critical thinking practitioners with a range of transferable skills who can effectively contribute to service enhancement in Community and Primary Care setting.

2. Prepare effective practitioners whose interventions will be underpinned by the best available evidence, contemporary knowledge and high-level clinical decision making skills.
3. Develop the student's confidence, competence and emotional resilience to consistently exercise personal responsibility and professional accountability for decision making and the provision of high quality, safe, care.
4. Promote commitment to the concept of life-long learning and thereby foster ongoing personal and professional development.

## **8. Pathway Intended Learning Outcomes**

The Intended Learning Outcomes for the BSc (Hons) Professional Development in Community and Primary Care reflect the Level 6 Qualification Descriptors provided by the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ)

Knowledge and understanding (subject specific)

Cognitive/intellectual skills (generic)

Key transferrable skills

Subject specific practical skills

Employment related skills

This enables 'others' to judge the value of this qualification through improved understanding of the level of intellectual and conceptual activity demonstrated by our graduates. It defines their capability in respect of their knowledge and the associated transferable skills that enhance employability. It also provides a reference point for other level 6 qualifications across the Higher Education sector.

### **8.1. Knowledge and understanding**

On successful completion graduates should have developed:

- An enhanced and systematic understanding of Community and Primary Care Practice.
- An enhanced appreciation of uncertainty, ambiguity and the limits of their knowledge.
- An ability to apply the additional methods and techniques that they have learned to review, consolidate, extend and apply their knowledge.
- A heightened and detailed awareness of personal responsibility and professional codes of conduct.

- Comprehensive and detailed knowledge of their specialist area.
- An ability to systematically apply their additional knowledge to initiate developments in Community and Primary Care.

These will be achieved through teaching and learning strategies that include:  
Lectures, seminars, workshops, self-directed study, and use of communication and information technologies.

Assessment methods include:

Achievement of practice competences, Case based discussion, Case study reports, Procedure-based assessments, Research critique

## **8.2. Cognitive and intellectual skills**

On successful completion graduates should have developed the ability to:

- A conceptual understanding in order to devise and sustain complex arguments and or solve problems.
- An ability to critically comment on aspects of current evidence appropriate to Community and Primary Care practice.
- An ability to critically evaluate arguments, assumptions, abstract concepts and data appropriate to Mental Health practice.
- The confidence to apply critically evaluated evidence to their practice.
- An awareness of and engagement with advanced scholarship within Community and Primary Care.

These will be achieved through teaching and learning strategies that include:  
Group discussion, seminars, group and individual tutorials, on-line study tasks, e-technologies including narrated PowerPoint presentations, podcasts and interactive materials plus synchronous and asynchronous discussion fora

Assessment methods include:

Essay, critical literature review, oral presentation, case study, critical reflections on practice.

### **8.3. Key and transferable skills**

On successful completion graduates should have developed the ability to:

- Interact effectively within a team/learning/ professional group.
- Confidently apply own evidence informed judgement; can challenge, reflect and constructively use feedback.
- Systematically communicate information, ideas, problems and solutions to a range of fellow professionals in Community and Primary Care practice.
- Effectively manages their own learning and utilises resources appropriate to their discipline/ practice.

These will be achieved through teaching and learning strategies that include:

Small group presentations, active participation in group discussions, problem based case studies, e-technologies including use of a managed learning environment to host a variety of study materials and synchronous and asynchronous discussions.

Assessment methods include:

Achievement of practice competences, Case based discussion, Case study reports

### **8.4. Employment related skills**

On successful completion graduates should have developed:

- Exercises initiative, personal responsibility and team leadership.
- Can relate theory to practice appropriate to chosen disciplines.
- Critically aware of and contributes to local, national and professional policy agendas.

These will be achieved through teaching and learning strategies that include:

A wide range of student centred learning approaches, directed student and student led study with analysis and application to the service setting throughout modules.

Assessment methods include:

A variety that are used throughout the programme incorporating assessment of transferable skills. These may include: examinations, tests undertaken in

team-based learning, essays including case studies and reflection, including both oral and practical skills assessment, presentations.

### **8.5. Practical/Professional skills**

On successful completion graduates should have developed:

- Critically defines and understands the limits of their competence.
- Able to act autonomously, within agreed guidelines, frameworks and protocols and to contribute to their development.
- Effective in complex and unpredictable contexts. Able to problem solve by selecting from a range of techniques.

These will be achieved through teaching and learning strategies that include:

Practical skills that will be taught in simulated environment and on placement settings

Assessment methods include:

A variety that are used throughout the programme incorporating assessment of transferable and practical skills. These may include: examinations, tests undertaken in team-based learning, essays including case studies and reflection, including both oral and practical skills assessment, presentations.

## **9. Admissions Criteria, including APCL, APEL and DAS arrangements**

### **9.1 Entry requirements**

The student will either need to be:

Registered Health and Social Care Professionals

OR

Health and Social Care workers in possession of level 5 studies/foundation degree.

Applicants for whom English is not their first language must have evidence of a minimum overall International English Language Testing System (IELTS) of 6.5 average with a minimum of 5.5 in each category.

For entry to the Graduate Certificate and Graduate Diploma award pathways, the student must already hold an honours degree in a health or health related subject.

Employment in a Community and Primary Care environment. Students are selected through their personal development plans (PDP) in negotiation with their employer or self-funding.

A student, who successfully completes an additional 60 honours level 6 credits, can achieve the award of Graduate Certificate. If the student selects modules from specialist areas, there is an opportunity to gain a named Graduate Certificate.

A student, who successfully completes 120 honours level credits, can achieve the award of Graduate Diploma. If the student selects modules from specialist areas, there is an opportunity to gain a named Graduate Diploma.

All students wishing to undertake a programme with clinical skills modules need to be working in an environment where they can meet the module learning outcomes.

## **9.2 Equality of Opportunity**

The University aims to ensure that all applicants receive fair treatment. In line with its Strategic Plan, the University has strategies to promote equality of opportunity, widen participation and encourage access.

Further information on equality for students can be found at:

<https://www.plymouth.ac.uk/your-university/about-us/university-structure/service-areas/equality-diversity-and-inclusion/equality-objectives>

We welcome and support students with disabilities, and we endeavour to meet specific needs. The Disability ASSIST Service, based on the Plymouth Campus, supports disabled students across the University. Further information about the advice and support before, during and after application can be found at:

<https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia>

## **9.3 Accreditation of Prior (Experiential/Certificated) Learning Information - AP(E)L**

AP(C)L (Accreditation of Prior Certificated Learning) and APEL (Accreditation of Prior Experiential Learning) refers to the process by which previous formal certificated learning and informal non-certificated learning may be awarded academic recognition. This recognition is in the form of academic credit awarded against module learning outcomes within accredited Further and Higher Education

programmes.

### **Types of AP(E)L Claim**

AP(C)L - Accreditation of Prior Certificated Learning by:-

- Verification of formal qualifications, including courses on the Faculty of Health and Human Sciences tariff and any professional certificates completed.

APEL - Accreditation of prior experiential learning:-

- Verification of experiential learning.

AP(E)L

- A combination of formal qualification and experiential learning.

### **The AP(E)L Process**

The process of making an AP(E)L claim is structured and systematic, detailed information can be obtained from

<https://www.plymouth.ac.uk/your-university/about-us/university-structure/faculties/health-human-sciences/accreditation-of-prior-learning>

## **10. Progression criteria for Final and Intermediate Awards**

BSc /BSc (Hons) Professional Development in Community and Primary Care  
Graduate Certificate/Diploma Professional Development in  
Community and Primary Care

## **11. Exceptions to Regulations**

Only two attempts permitted for O/ISCE assessments that are related to clinical practice.

## **12. Transitional Arrangements**

This programme will commence from 2017 intake. Students on existing programmes will be able to continue under the new named programme and exit with the new named award if they have completed the core modules. Guidance

will be provided by the Programme Lead and the Professional Development Unit, tailored to meet the individual needs of the student, their career aspirations and, to ensure alignment to the requirements of the programme and the relevant choice of exit award.

### **13. Appendices**

- **13.1 Modules Mapped to Pathway Aims and Intended Learning Outcomes**
- **13.2 Assessment mapping of modules**
- **13.3 Pathway Specific Module Choices**



### 13.1a Modules Mapped to Pathway Aims and Intended Learning Outcomes for BSc and BSc (Hons)

Programme Intended Learning Outcomes	Module	Award
<b>Knowledge and Understanding</b>		
An enhanced and systematic understanding of the students area of study, part of which is informed by the defined aspect of the students chosen practice/ discipline of Community and Primary Care	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
Demonstrate an enhanced appreciation of uncertainty, ambiguity and the limits of their knowledge	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
Apply the additional methods and techniques that they have learned to review, consolidate, extend and apply their knowledge.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)

	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
Demonstrate a heightened and detailed awareness of personal responsibility and professional codes of conduct.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
Comprehensive and detailed knowledge of their specialist area of Community and Primary Care.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
<b>Cognitive/Intellectual Skills</b>		
Conceptual understanding to devise and sustain complex arguments and or solve problems.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)

	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
Critically comment on aspects of current evidence appropriate to their area of Community and Primary Care specific practice.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
Critically evaluate arguments, assumptions, abstract concepts and data appropriate to their area of specific practice of Community and Primary Care	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
Confidently and flexibly apply critically evaluated evidence to their Community and Primary Care practice.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)

	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
Awareness of and engagement with advanced scholarship within their chosen discipline of Community and Primary Care	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
<b>Key/Transferable Skills (generic)</b>		
Interact effectively within a team/learning/professional group.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
Confidently apply own evidence informed judgement; can challenge, reflect and constructively use feedback.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)

Systematically communicate information, ideas, problems and solutions to a range of fellow professionals in their specific field of Community and Primary Care practice.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)
Effectively manages their own learning and utilises resources appropriate to their discipline/ practice of Community and Primary Care	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
<b>Employment-related Skills</b>		
Exercises initiative, personal responsibility and team leadership	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
Can relate theory to practice appropriate to chosen Community and Primary Care disciplines.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)

Critically aware of and contributes to local, national and professional policy agendas	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)
<b>Practical/Professional Skills</b>		
Critically defines and understands the limits of their competence.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
Able to act autonomously, within agreed guidelines, frameworks and protocols and to contribute to their development	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc (Hons)
	HEAD361 Independent Study	BSc (Hons)
Effective in complex and unpredictable contexts. Able to problem solve by selecting from a range of techniques.	HEAD360 Understanding Evidence to Inform Clinical Decision Making	BSc, BSc (Hons)
	HEAD373 Integrated Community and Primary Care in Context	BSc, BSc (Hons)
	HEAD374 Integrated Community and Primary Care Practice	BSc, BSc(Hons)
	HEAD361 Independent Study	BSc (Hons)

**13.1b Modules Mapped to Pathway Aims and Intended Learning Outcomes for Graduate Certificate and Graduate Diploma for students who have previously achieved BSc 80 credits/BSc Hons Degree 120 credits**

<b>Programme Intended Learning Outcomes</b>	<b>Module</b>	<b>Award</b>
<b>Knowledge and Understanding</b>		
An enhanced and systematic understanding of the students area of study, part of which is informed by the defined aspect of the students chosen practice/ discipline of Community and Primary Care	Pathway Specific See 13.3	Grad Cert, Grad Dip
Demonstrate an enhanced appreciation of uncertainty, ambiguity and the limits of their knowledge	Pathway Specific See 13.3	Grad Cert, Grad Dip
Apply the additional methods and techniques that they have learned to review, consolidate, extend and apply their knowledge.	Pathway Specific See 13.3	Grad Cert, Grad Dip
Demonstrate a heightened and detailed awareness of personal responsibility and professional codes of conduct.	Pathway Specific See 13.3	Grad Cert, Grad Dip
Comprehensive and detailed knowledge of their specialist area of Community and Primary Care.	Pathway Specific See 13.3	Grad Cert, Grad Dip

<b>Cognitive/Intellectual Skills</b>		
Conceptual understanding to devise and sustain complex arguments and or solve problems.	Pathway Specific See 13.3	Grad Cert, Grad Dip
Critically comment on aspects of current evidence appropriate to their area of Community and Primary Care specific practice.	Pathway Specific See 13.3	Grad Cert, Grad Dip
Critically evaluate arguments, assumptions, abstract concepts and data appropriate to their area of specific practice of Community and Primary Care	Pathway Specific See 13.3	Grad Cert, Grad Dip
Confidently and flexibly apply critically evaluated evidence to their Community and Primary Care practice.	Pathway Specific See 13.3	Grad Cert, Grad Dip
<b>Key/Transferable Skills (generic)</b>		
Confidently apply own evidence informed judgement; can challenge, reflect and constructively use feedback.	Pathway Specific See 13.3	Grad Cert, Grad Dip
Systematically communicate information, ideas, problems and solutions to a range of fellow professionals in their specific field of Community and Primary Care practice.	Pathway Specific See 13.3	Grad Cert, Grad Dip



<b>Employment-related Skills</b>		
Exercises initiative, personal responsibility and team leadership	Pathway Specific See 13.3	Grad Cert, Grad Dip
Can relate theory to practice appropriate to chosen Community and Primary Care disciplines.	Pathway Specific See 13.3	Grad Cert, Grad Dip
Critically aware of and contributes to local, national and professional policy agendas	Pathway Specific See 13.3	Grad Cert, Grad Dip
<b>Practical/Professional Skills</b>		
Critically defines and understands the limits of their competence.	Pathway Specific See 13.3	Grad Cert, Grad Dip
Able to act autonomously, within agreed guidelines, frameworks and protocols and to contribute to their development	Pathway Specific See 13.3	Grad Cert, Grad Dip
Effective in complex and unpredictable contexts. Able to problem solve by selecting from a range of techniques.	Pathway Specific See 13.2	Grad Cert, Grad Dip

### 13.2 Assessment mapping of modules in the BSc (Hons) Professional Development in Community and Primary Care

<b>Core Module</b>	<b>Credit</b>	<b>Formative Assessment</b>	<b>Summative</b>
Understanding Evidence to Inform Clinical Decision Making	20	Highly directed study to undertake reading and specific activities designed to provide formative feedback throughout the module	Essay that requires students to examine an aspect of care through a critical review of relevant research-based evidence; and to use their professional knowledge to discuss how the results from the research reviewed might contribute to the clinical effectiveness agenda in their workplace
Integrated Community and Primary Care in Context	20	Group work and discussion reviewing online learning and application to practice  Forum discussion on the Digital Learning Environment  Topic related self-assessment, quizzes and activities	Journal article suitable for publication on an issue related to service-user safety.
Integrated Community and Primary Care Practice	20	As above and formative presentation of Posters with structured peer feedback	Electronic submission of a Poster.  Practice Learning Log
Independent Study	40	Action learning sets – with peer and tutor feedback	Essay, to address the learning outcomes.

### **13.3 Pathway Specific Module Choices for Community and Primary Care Graduate Certificate/Diploma**

HEAD373	Integrated Community and Primary Care in Context
HEAD374	Integrated Community and Primary Care Practice
HEAD362	Clinical Decision Making in Healthcare Practice
HEAD363	Ethical and legal issues in healthcare practice
HEAD364	Practice Based Learning
HEAD365	Contemporary Issues in Health and Social Care
HEAD366	Integrated Advancing Practice in Context
HEAD367	The Fundamentals of Health Assessment
HEAD355	Leadership and Innovation
ADV605	Advancing the Management of Long Term Conditions
HEAD371	Minor Illness and Minor Injuries for Health Professionals who are providing First Contact Care
HEAD368	Asthma and Chronic Obstructive Pulmonary Disease – Management in Primary Care
HEAC383	Cardiovascular Disease & Stroke Management in Primary Care
HEAC392	Newborn and Infant Examination
HEAC393	Newborn and Infant Examination (APL)
HEAD306	Family Planning and Women’s Health in Primary Care
HEAD338	Clinical Skills in Community and Primary Care
HEAB358	Advancing Practice in Long Term Conditions Management
HEAB366	Enhanced Parkinson’s Disease Management
HEAC334	Management of Infection Prevention
HEAC371	Specialist Practice in Stroke Care
HEAD304	Supporting People in Loss, Grief and Bereavement – Enhanced Practice

- HEAD339 Tissue Viability: Core Knowledge for Practice
- HEAD347 Advancing the Care and Support of the Person with Dementia and their Carer
- HEAD375 Holistic Neonatal Assessment and Clinical Management
- HEAD377 Perinatal Mental Health