

Form J

To be completed for all degree apprenticeship approval and review

Degree Apprenticeship Course Unit Specification

Course Unit Details and Outline

Course Unit Title	Contemporary Issues in District Nursing		
Course Unit Code <i>(For completion by CDM Team)</i>		Effective From <i>(Academic Year)</i>	2021
Course Unit Occurrence/s	Mode of Study	Start Month	End Month
	Choose study mode.	September	October
Level of Study	7	Credit Value	15
Home Department	Nursing		
Home Faculty	HPSC		
Unit Leader	Louise Derham		
JACS Code		HECOS Code	
If Option Cluster	Theme		Academic Lead

Course Unit Description

Brief Summary <i>(Please note that for approval/reviews this brief summary is what is approved within the respective Approval in Principle (AiP) document)</i>
The overall aim of this unit is to enable students to explore contemporary issues of relevance to district nursing practice. It locates district nursing work within a context of evolving models of service delivery and examines District Nurses' contributions to the implementation of government and professional policy and initiatives.
Indicative Content
Current political and professional issues will influence the curriculum but typical content is likely to include: the evolving role of district nurses; changes in the context of care delivery; contemporary policy/guidance/issues of particular relevance to district nursing and their service users. When available, service users contribute to the content.

Course Unit Learning Outcomes

On successful completion of this course unit, the learner will be able to:	
Learning Outcome Description <i>(There can be no more than 5 learning outcomes for each Course Unit, however, there may be fewer.)</i>	Apprenticeship Standard competency alignment <i>(Ref which requirement/competency this learning outcome maps to)</i>
1. Critically appraise a national policy, report or guidance of significance to District Nursing practice	K11, K12, K17, K28, K30, K31, K25, K26, K37, K39, K45 S16, S17, S23
2. Critically discuss the actual or potential impact of the policy, report or guidance on District Nursing	K11, K12, K17, K28, K30, K31, K25, K26, K37, K39, K45 S16, S17, S23 B5

Summative Assessment

(Please list the components of assessments in expected order of submission)

(Method of assessment: e.g. essay, report, oral assessment, in-class test, unseen examination, portfolio etc)

(Description: Please provide an overarching description of the assessment, including the intended word count, if appropriate)

(Submission Week and Final Component: Please indicate which term and teaching week this component of assessment will be submitted in. If the component of assessment is an examination, this is not required as it will be timetabling centrally by the Assessments Team. Please also indicate the final component of assessment)

	Weight	Type	Method of Assessment	Description	Submission Route	Submission Week and Final Component
1	100%	Assignment	Written assessment	A 3000 word written assessment which allows students to critically discuss a contemporary policy, report or guidance produced by a government, professional or national organisation focusing on the actual or potential impact on District Nursing	Electronic Submission	Term 1/Week 15

Does this course unit contain one or more component of assessment from the Apprenticeship Standard End Point Assessment?

(If yes, please highlight which component, and if any variations to assessment regulations/curriculum framework apply)

No

Learning Activities

Breakdown of Learning Activity	Type of Activity	%
	Summative Assessment	25
	Directed Study	30
	Student-centred	45

Learning Resources

(The information required in this section can either be typed in in the table below, or a download version of the information from the relevant Talis Aspire area can be appended to this paper version of the unit specification)

Books Recommended for Purchase by Learners	None
Essential Reading / Resources	<p>Chilton, S. 2012, A textbook of community nursing, Hodder Arnold, London.</p> <p>National Institute for Health and Care Excellence : Population Groups https://www.nice.org.uk/guidance/population-groups</p> <p>National Institute for Health and Care Excellence : Older people https://www.nice.org.uk/guidance/population-groups/older-people</p> <p>The Kings Fund : Our work on patients' experience of using health and care services http://www.kingsfund.org.uk/topics/patient-experience</p> <p>The Kings Fund : A vision for the future of community-based health services https://www.kingsfund.org.uk/projects/community-based-health-services</p> <p>The Kings Fund : Understanding quality in district nursing services Learning from patients, carers and staff https://www.kingsfund.org.uk/sites/default/files/field/field_publication_file/quality_district_nursing_aug_2016.pdf</p>
Further Reading / Resources	Various sources on moodle
Special ICTS Requirements	None
Additional Requirements	None

Resource Requirements

<p>Resource Requirements (Please include and expand upon the resource requirements needed for this Course Unit. This may include general teaching space, teaching types and methodologies utilised, whether it is taught in lectures and/or seminars etc, anticipated weeks/days/times the units will be running and the anticipated numbers)</p>
<p>Jointly Taught Sessions (Please include and expand upon if the session is being jointly taught in the same room as another existing occurrence. Include AOS/unit code/occurrence, anticipated additional numbers)</p>
<p>Additional Comments (Please indicate if there is any additional information not captured above)</p>

Academic Collaboration Team
Degree Apprenticeship Programme
Approval, Review and Amendment



**Manchester
Metropolitan
University**