

MODULE SPECIFICATION PROFORMA

Module Title:	Management of Diabetes	Level:	7	Credit Value:	20
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Module code:	NHS794D	Is this a new module?	Yes	Code of module being replaced:	N/A
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Cost Centre:	GANG	JACS3 code:	B710
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Trimester(s) in which to be offered:	1 or 2	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Tracy Ross
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
MSc / Postgraduate Diploma Primary Healthcare	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval October 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

To encourage students to develop their competency and critical application of strategies that address the complexities of caring for the person with diabetes through the use of current theoretical perspectives, evidence based practice technological advances

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Critically apply contemporary political drivers to the management of Diabetes in primary healthcare.	KS1	KS3
		KS4	KS6
		KS9	
2	Critically explore patient empowerment strategies that are used to promote health and well-being in patients with Diabetes.	KS1	KS3
		KS8	KS9
		KS7	
3	Apply a questioning approach to explore local and national resources that may be required to provide person-centred care for patients in the primary healthcare setting.	KS6	KS7
		KS4	KS3
4	Review and critically appraise potential contemporary innovations used to guide decision making in primary healthcare	KS1	KS6
		KS9	KS10
5	Using a rational approach articulate and justify the healthcare needs and problems that pertain to local populations suffering from Diabetes in the primary healthcare context.	KS3	KS6
		KS10	KS7

Transferable/key skills and other attributes

- Interpretation and communication of information, knowledge, and statistics about health and well-being.
- Critical appraisal of published articles, health service reports and documents.
- Research investigative and problem solving skills.
- Decision making and independent thought.

Derogations

All elements of assessment must be passed. Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer grade.

Assessment:

The assessment for this module is summative in the form of a case study that critically explores the political context of diabetes, the efficacy of assessment methods, evidence based strategies for managing diabetes and current innovations used to promote empowerment in the management of Diabetes. The students will draw upon contemporary policy, research and theories in order to explore the experience of diabetes for patients

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3, 4	Case Study	100%		4,000

Learning and Teaching Strategies:

A variety of teaching methods will be used including lectures, seminars, open learning materials, student presentations, debate, case studies, discussion and tutorials. Directed study using the library and on-line services (the University's VLE) will be promoted. There will be opportunity for shared learning with other groups of students. In clinical practice an experiential strategy, including observation, guided practice and observed independent practice, will be used to meet the module outcomes. Class time will include discussions and group work, case studies and scenarios. Students will have some shared learning with level 6 students, however there will be tutor groups and seminars to take account of the different level of study for this module.

Syllabus outline:

Syllabus outline: Normal and altered physiology of the endocrine system, classifications of diabetes, risk factors and complications. The socio-political context. Treatments, devices and evidence. Concordance, nutritional needs, podiatry, long term care and educational support services, QOF targets, Promoting empowerment in Diabetes, leading in innovation in Diabetes management, critiquing evidence within Diabetes care.

Bibliography:

Essential reading

Hirsh, I. (2014) *Diabetes Management: An issue for medical clinics*. London. Elsevier.

Lloyd, C, Heller, T. (2012) *Long term conditions. Challenges in health and social care*. London. Open University Press.

McGuire, D. (2014) *Diabetes in cardiovascular disease*. London. Elsevier.

Wass, J, Owen, K. (2014) *The Oxford handbook of endocrinology and Diabetes*. Third Edition. Oxford. Oxford Handbooks Press.

Weir, G, C, Jameson, J, DeGroot, L. (2013) *Endocrinology adult and paediatric: Diabetes Mellitus and Obesity. Sixth Edition*. London. Elsevier.

Websites

<http://www.Diabetes.org.uk>

International Diabetes Federation. <http://www.idf.org>

Other indicative reading