

Course Specification

Course Summary Information		
1	Course Title	MSc in Advancing Diabetes Care
2	Course Code	PT1062
3	Awarding Institution	Birmingham City University
4	Teaching Institution(s) (if different from point 3)	Birmingham City University
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	

6	Course Description (Marketing text for website)
	<p>This programme has been developed in collaboration between Birmingham City University and the University Hospitals Birmingham NHS Foundation Trust Diabetes Centre Team. This is an online course with the option of blended learning through bespoke flying faculty delivery available for international partners.</p> <p>This innovative programme is designed to help you gain a greater understanding of the complexities of living with diabetes and how best to support and enable effective individualised self-management. It is suitable for healthcare professionals including GPs, hospital-based doctors, specialist nurses and practice nurses, midwives, dietitians, podiatrists, pharmacists, psychologists and other roles in many healthcare sectors, registered with their relevant professional councils or within their country of practice for international partners.</p> <p>You will develop a wide range of skills, learn about new and emerging evidence and gain critical understanding in diabetes care. You will acquire knowledge to develop and improve clinical practice in the care of people living with diabetes across the age span. You will critically explore the evidence base towards your provision and delivery of individualised diabetes care.</p> <p>What's covered in the course?</p> <p>This programme has been designed in collaboration with clinical colleagues and blends erudite, evidence based theoretical approaches with practicalities of service development, effective communication strategies, leadership, development of evaluation skills and person-centred care approaches. The international dimension of diabetes and application of culturally appropriate diabetes care in different environments and resources underpins this programme. Through different modules, you will explore your professional practice, employment situation, recognise the opportunities to enhance care delivery, enhance individualised communication using Language Matters (2018) and need for excellence in practice-led care, extend and enhance your employability and career progression. You will also identify ways in which you can improve your practice and</p>

	<p>develop your services whilst enhancing care delivery in order to pioneer new interdisciplinary service developments at the cutting edge of diabetes care delivery.</p> <p>The programme will enable practitioners working in various aspects of care who want to advance their skills, knowledge and practice, with people either at risk of or living with diabetes. You will develop critical analytical skills through interactive online learning opportunities, blended learning and bespoke flying faculty module delivery for international partners, so that you are able to critically examine practices within the context of the legislative and professional frameworks of your own country.</p> <p>Why Choose Us?</p> <ul style="list-style-type: none"> • This newly designed innovative course has been developed to meet the needs of interdisciplinary healthcare practitioners working in partnership with people living with diabetes • This course aims to address the global increase in the number of people both at risk of developing diabetes and living with diabetes, and the developments in care needed to support these people • The course has a global perspective, and draws upon existing expert knowledge and experience of working with international partners
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7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	MSc in Advancing Diabetes Care	7	180
7b	Exit Awards and Credits Awarded		
	PG Cert in Advancing Diabetes Care	7	60
	PG Dip in Advancing Diabetes Care	7	120

8	Derogation from the University Regulations
	Derogation from academic framework to accommodate a 10 credit provision.

9	Delivery Patterns			
	Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
	Online			
	Full Time	Online	1 years	TBC
	Part Time	Online	5 years	TBC
	Option of blended face to face for international delivery of part of programme			

10	Entry Requirements	
	Home:	<ul style="list-style-type: none"> • Must hold current professional registration with a UK regulatory body (NMC, HCPC, GMC). • A minimum of two years in your area of clinical practice and a first degree or evidence of recent professionally related study at diploma or degree level. <p>or</p> <ul style="list-style-type: none"> • Accredited degree level study within the last five years <p>Additionally</p> <ul style="list-style-type: none"> • Completion of Non-Medical Prescribing at level 7 can be recognised through prior learning (RPL) into the programme for UK applicants.
	EU:	<p>The course is suitable for experienced professionals employed in health related settings with their own in-country professional registration providing that:</p> <ul style="list-style-type: none"> • A minimum of two years in your area of clinical practice and a first degree or evidence of recent professionally related study at diploma or degree level. <p>or</p> <ul style="list-style-type: none"> • Accredited degree level study within the last five years <p>Additionally</p> <ul style="list-style-type: none"> • A certified IELTS score of 6.0 is required.
	International:	<p>The course is suitable for experienced professionals employed in health related settings with their own in-country professional registration.</p> <ul style="list-style-type: none"> • A minimum of two years in your area of clinical practice and a first degree or evidence of recent professionally related study at diploma or degree level. <p>or</p> <ul style="list-style-type: none"> • Evidence of study at degree level including in research methods. <p>Additionally</p> <ul style="list-style-type: none"> • A certified IELTS score of 6.0 is required.
	Access:	NA

11	Course Learning Outcomes
	<p><i>Learning outcomes are statements that identify what learners will have gained as a result of their learning; they should be linked directly to the knowledge, understanding, skills, capabilities and values that a student will have gained after completing this course, and should be set at an appropriate (FHEQ) level.</i></p> <p><i>Learning outcomes should be numbered, and separated into two sections: 'Knowledge and Understanding' and 'Skills and other attributes'.</i></p> <p><i>The Education Development Service can provide further <u>guidance</u> on the development of Course Learning Outcomes.</i></p> <p><i>As a guide, normally a maximum of 10 intended learning outcomes can be defined in this section. Further learning outcomes may be added to meet the requirements of the subject or a PSRB.</i></p>
	<p>This programme will produce:</p> <p>Aim: This course provides opportunities for students to extend their knowledge, skills and expertise, using individualised person-centred care and evidence-based practice to provide best practice in diabetes care.</p> <p>On completion of this course, students will be able to plan, deliver, lead and extend their practice within diabetes care. The optional module facilitate students to create a bespoke programme to suit their developing specialist needs in diabetes care. The MSc also provides an opportunity to carry out research in diabetes care, providing students with unique insights in depth of an area of the student's choice and at the cutting edge of their practice.</p>
	<i>Knowledge and Understanding:</i>
1	Critically analyse age appropriate and population specific approaches to deliver and enhance culturally competent diabetes care.
2	Synthesise knowledge and apply critical awareness of key attributes of evidence, research, leadership and education of available and new emerging evidence and technology to develop diabetes care.
3	Critically appraise practitioners' knowledge through erudite evidence-based approaches to support diabetes knowledge gain and application in the practitioners own area of practice.
4	Synthesise and explore internationalisation and application to the global increasing incidence and prevalence of diabetes through erudite investigation of service development and sharing of excellence in diabetes research and practice.

5	Decisively review interdisciplinary, practice-led excellence in diabetes care for practitioners nationally and internationally.
	<i>Skills and other attributes:</i>
6	Apply reflectivity whilst developing competency and innovation in diabetes care, building on existing knowledge and clinical skills development, ensuring critical analysis of practice in order to develop and deliver safe, effective and efficient individualised, age-appropriate diabetes care.
7	Discriminate collaboration and enhancement of inter-professional relationships through leadership and team-working in all areas of diabetes care.
8	Critically appraise the evidence applied in relation to partnership working to enable and support effective decision making for individualised plans of care with people with diabetes.

2	Course Requirements																
12a	<i>Individual levels below to be deleted where not applicable.</i>																
	Level 7:																
	In order to complete this course a student must successfully complete all the following CORE modules (totalling 110 or 130 credits):																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th style="text-align: left;">Module Code</th> <th style="text-align: left;">Module Name</th> <th style="text-align: left;">Credit Value</th> </tr> </thead> <tbody> <tr> <td>LBR7590</td> <td>Effective person-centred diabetes education</td> <td>20</td> </tr> <tr> <td>LBR7339</td> <td>Research: Methods of Enquiry</td> <td>20</td> </tr> <tr> <td>LBR7595</td> <td>Leadership in Diabetes Care</td> <td>10</td> </tr> <tr> <td>LBR7467* or LBR7337*</td> <td>MSc Dissertation*</td> <td>40 or 60</td> </tr> </tbody> </table>	Module Code	Module Name	Credit Value	LBR7590	Effective person-centred diabetes education	20	LBR7339	Research: Methods of Enquiry	20	LBR7595	Leadership in Diabetes Care	10	LBR7467* or LBR7337*	MSc Dissertation*	40 or 60	
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LBR7467* or LBR7337*	MSc Dissertation*	40 or 60															
	*a student must successfully complete one of the CORE MSc dissertation modules. The choice of this will be dependent on the optional modules taken (see below).																
	This will therefore ensure 180 credits is gained in total.																
	In order to complete this course a student must successfully complete either 50 or 70 credits from the following indicative list of OPTIONAL modules.																
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LBR7593	Psychological and psycho-social aspects of diabetes	10
LBR7587	Children and young peoples' diabetes care	20
LBR7586	Care and prevention of diabetes related complications	20
LBR7594	Physical activity management in diabetes care	10

12b Structure Diagram

Students who have successfully undertaken the NMC / HCPC registered Independent and Supplementary Prescribing for Nurses, Midwives, Dietitians, Podiatrists or Pharmacists may have these credits recognised. Individual mapping utilising Faculty RPL processes will be undertaken to ascertain relevance of previous study.

This will result in students undertaking the LBR7467 40 credit MSc Dissertation.

All modules will be studied at Level 7

Full time

SEMESTER ONE	SEMESTER TWO	SEMESTER THREE
Core Effective person-centred diabetes education (20 credits) Research: Methods of Enquiry (LBR7339: 20 credits)	Core Leadership in Diabetes Care (10 credits)	
Optional Prevention and screening in diabetes care (20 credits) Type 1 diabetes – opportunities and complexities (20 credits) Obesity and type 2 diabetes (10 credits) Effective person-centred diabetes education (20 credits) Effective diabetes care for pregnancy (10 credits) Psychological and psycho-social aspects of diabetes (10 credits) Children and young persons' diabetes care (20 credits) Care and prevention of diabetes related complications (20 credits) Physical activity management in diabetes care (10 credits)		

These can be taken in either Semester 2 or 3 dependent on when core modules are being taken.

Core

MSc Dissertation (LBR7467 40 credits or LBR7337 60 credits)

Part time

	SEMESTER ONE	SEMESTER TWO	SEMESTER THREE
PG Cert	Core Effective person-centred diabetes education (TBC: 20 credits)	20 credits of optional modules to make up 60 credits taken across semester 1, 2 or 3 depending on when other core and optional modules are being taken.	20 credits of optional modules to make up 60 credits taken across semester 1, 2 or 3 depending on when other core and optional modules are being taken.
PG Dip	Core Research: Methods of Enquiry (LBR7339: 20 credits)	Core Leadership in Diabetes Care (TBC: 10 credits) 10 credits of optional modules to make up 60 credits taken across semester 1, 2 or 3 depending on when other core and optional modules are being taken.	20 credits of optional modules to make up 60 credits taken across semester 1, 2 or 3 depending on when other core and optional modules are being taken.
MSc	MSc Dissertation (LBR7467 40 credits or LBR7337 60 credits)		

13 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Delete years where applicable.

Level 7

Workload

100% time spent in timetabled teaching and learning activity per 20 credit module

Activity	Number of Hours per module
Scheduled Learning	40
Directed Learning	60
Private Study	100
Total Hours	200

100% time spent in timetabled teaching and learning activity per 10 credit module

Activity	Number of Hours per module
Scheduled Learning	20
Directed Learning	10
Private Study	70
Total Hours	100

Balance of Assessment

Assessment Mode	Percentage
Coursework	50%
Exam	10%
In-Person	40%