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**
	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. 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. 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. **What's covered in the course?** 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 needfor 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 develop your services whilst enhancing care delivery, in order to pioneer new interdisciplinary service developments at the cutting edge of diabetes care delivery.

	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. **Why Choose Us?** • 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

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)**
Part Time		Online	3 years	PT1062
Part Time		Online	3 years	PT1339 (Contract course code)
Option of blended face to face for international delivery of part of programme				

10	**Entry Requirements**	
	Home:	• This course is suitable for experienced and employed healthcare professionals who hold current professional registration with a UK regulatory body (e.g., NMC, HCPC, GMC) provided that they have: • **A minimum of three years** in their area of clinical practice and a first degree or evidence of recent professionally related study at diploma or degree level. or • Accredited degree level study within the last five years
	EU:	This course is suitable for experienced and employed healthcare professionals who hold current professional registration in their home country provided that you have: • **A minimum of three years** in their area of clinical practice with a first degree or evidence of recent professionally related study at diploma or degree level or, • Accredited degree level study within the last five years additionally, • An IELTS score of 6.0 with no element below 5.5 or equivalent.
	International:	This course is suitable for experienced and employed healthcare professionals who hold current professional registration in their home country provided that they have: • A minimum of three years in their area of clinical practice and a first degree or evidence of recent professionally related study at diploma or degree level. or

		• Evidence of study at degree level including in research methods. Additionally • A certified IELTS score of 6.0 is required with no element below 5.5 or equivalent.
	Access:	*Not applicable*

The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk, or may be found by searching for the course entry profile located on the UCAS website.

11	**Course Aims**
	The course specifically aims to enable a range of healthcare professional from across the world to share their experiences in the various areas of advancing diabetes care from different cultures perspectives to support students to reflect on their own experiences and gain a deeper insight into advancing diabetes care and leadership. The underpinning philosophy of the course will support the specialist student to blend together new learning with their existing knowledge and experience. Ultimately, the course aims to support the students to produce summative work that is highly relevant to their own professional practice and chosen clinical area to impact positively on advancing diabetes care practice and service delivery.

12	**Course Learning Outcomes**
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. *Learning outcomes should be numbered and separated into two sections: 'Knowledge and Understanding' and 'Skills and other attributes'.* *The Education Development Service can provide further guidance on the development of Course Learning Outcomes.* *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.*
This programme will produce: 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.

On completion of this course, students will be able to plan, deliver, lead and extend their practice within diabetes care. The optional module facilitates 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.	
	Knowledge and Understanding:
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.
	Skills and other attributes:
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.

13	**Level Learning Outcomes**
	Upon completion of the Masters in Advancing Diabetes Care students will be able to demonstrate:
1	A systematic understanding of the key aspects of, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of the discipline to advancing diabetes care.
2	Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline of advancing diabetes care.
3	A conceptual understanding that enables the student to devise and sustain arguments, solve problems, make decisions and inform advances in practice.

14	**Course Learning, Teaching and Assessment Strategy**
	This section explains the learning and teaching approaches, activities and experiences that this course will offer; the range of assessments and types of feedback and feed forward you will encounter and explain how these will support continuous learning throughout the course and explain the expectations in this learning partnership. During the course students will experience a range of learning and teaching approaches delivered online in both a synchronous and an asynchronous manner. They will attend

	online lectures, discussion forums, small group discussions, simulations and chat facilities with their peers, visiting experts and members of the teaching team. These approaches recognise that students have different learning styles with some reacting best to the voice while others prefer the written word, therefore a range is offered to suit all needs. Students can access the learning materials via the University's Virtual Learning Environment – Moodle, Microsoft Teams and other means subject to the modules undertaken. In addition to the scheduled teaching, students will be given directed learning activities pre and/or post classroom activities and they will be expected to undertake any reading required e.g., access to policy documents or guidelines. They will also be expected to spend time on their own independent study to give them the opportunity to explore subjects in more depth in preparation for assessment activities. It is expected that students will fully engage with all of the resources available to them to maximise their learning opportunities. The library will play a key role in the learning journey and students will receive both written and verbal guidance regarding accessing and utilising library resources. In addition to the course leader students will be allocated a personal tutor who will be with them throughout their learning journey, an important resource and the person to go to if they have concerns, issues or anything that may impact on the successful completion of the course. Each of the modules is led by a module lead and students will be encouraged to discuss any specific issues regarding the module with them as required. They will brief students on the assessment/s associated with each module to ensure they are clear of the expectations for successful completion. Students will be exposed to a range of assessment tasks including written case histories, recorded presentations, course work, a quality improvement/service development project to name but some – each module has its own assessment and discussion will take place with the students to consider their specific modular choices, to ensure they select the most appropriate offering to balance the associated workload. The course leader, module lead and personal tutor are all available via e-mail, teams or by telephone. Students will be encouraged to remember that there is very little that is insurmountable and can provide the necessary support.

15	**Course Requirements**
15a	*Individual levels below to be deleted where not applicable.* **Level 7:** In order to complete this course a student must successfully complete all the following **CORE** modules (totaling 110 credits):

Module Code	Module Name	Credit Value
LBR7590	Effective person-centred diabetes education	20
LBR7657	Evidence into Care for People with Diabetes	20

LBR7595	Leadership in Diabetes Care	10
LBR7467* or LBR7337*	MSc Dissertation*	40 or 60

In order to complete this course a student must successfully complete at least 70 credits from the following indicative list of OPTIONAL modules.

This will therefore ensure **180 credits** is gained in total.

Module Code	Module Name	Credit Value
LBR7588	Prevention and screening in diabetes care	20
LBR7589	Type 1 diabetes – opportunities and complexities	20
LBR7634	Obesity and type 2 diabetes	20
LBR7592	Effective diabetes care for pregnancy	10
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
LBR7661	Foot Care & Treatments in Diabetes & Peripheral Vascular Disease	10

Recognition of Prior Learning (RPL):

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 as **one** single optional module (20 level 6 or level 7 credits) towards the award The University Academic Regulation and RPL processes will be adhered to at this point.

15b Structure Diagram

All modules will be studied at Level 7

Full time

SEMESTER ONE	SEMESTER TWO	SEMESTER THREE
Core Effective person-centred diabetes education (20 credits)	**Core** Leadership in Diabetes Care (10 credits)	

Evidence into Care for People with Diabetes LBR7657: 20 credits		

Optional

Prevention and screening in diabetes care (20 credits)
Type 1 diabetes – opportunities and complexities (20 credits)
Obesity and type 2 diabetes (20 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)
Foot care complexities & treatments in diabetes & peripheral vascular disease (10 credits)

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

Core

MSc Dissertation LBR7467 LBR7337 60 credits)

Part time

PG Cert	**SEMESTER ONE** Core Effective person-centred diabetes education: 20 credits)	**SEMESTER TWO** 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.	**SEMESTER THREE** 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.
	Core	Core	

PG Dip	Evidence into Care for People with Diabetes LBR7657: 20 credits)	Leadership in Diabetes Care (: 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)		

16 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, and workshops/ webinars, contact time specified in timetable
- *Directed Learning* includes Engaging with module resources on Moodle learning platform,
- , on-line activity, peer learning

- *Private Study* includes preparation for assessments 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%