

## Module specification

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Module Code	NHS794D
Module Title	Management of Diabetes
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	101338
Cost Code	GANG

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module aligned to MSc Health and Social Care (Community Specialist Practice) for QA and assessment purposes	Option

## Pre-requisites

None

## Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>30 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	170 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	October 2016
With effect from date	October 2016

For office use only	
Date and details of revision	July 2024 – Approved as standalone module and realigned to MSc Health and Social Care (CSP) retrospectively from Oct 2021.
Version number	2

## 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

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically apply contemporary political drivers to the management of Diabetes in primary healthcare.
2	Critically explore patient empowerment strategies that are used to promote health and well-being in patients with Diabetes.
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.
4	Review and critically appraise potential contemporary innovations used to guide decision making in primary healthcare.
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.

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

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 (4000 words).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)

1	1, 2, 3, 4, 5	Coursework	100
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## 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.

## 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.

## Indicative 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.

## Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

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>



## **Employability – the University Skills Framework**

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Each module and degree programme are designed to support learners as they develop their graduate skills aligned to the University Skills Framework.

Using the philosophies of the Active Learning Framework (ALF) our 10 skills are embedded within programmes complementing core academic subject knowledge and understanding.

Through continuous self-assessment students own their individual skills journey and enhance their employability and career prospects.

This Module forms part of a degree programme that has been mapped against the University Skills Framework.

### **The Wrexham University Skills Framework Level Descriptors: An incremental and progressive approach.**

Learners can use this document to identify where and how they are building skills and how they can develop examples of their success.