

**1. Programme title(s):**

MSc Diabetes

Post Graduate Diploma in Diabetes

Post Graduate Certificate in Diabetes

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study:**

Part Time Only

**b) Type of study:**

Distance Learning

**4. Registration periods:**

- the normal period of registration for the DL Post Graduate Certificate is 9 months, 18 months for the DL Post Graduate Diploma, 27 months for the DL MSc
- the maximum period of registration for the DL Post Graduate Certificate is 18 months , 30 months for the DL Post Graduate Diploma , 48 months for the DL MSc

**5. Typical entry requirements:**

- A medical or nursing degree or similar recognised professional qualification with a minimum of three years clinical experience in the field of diabetes
- A first or second class honours degree in biological, health or social sciences. Entrants must be able to demonstrate relevant experience in diabetes either through a formal interview process and or references. Applicants with a 2:2 honours degree may be considered.
- Extensive experience in health or social care research or management preferably in the field of diabetes or those with extensive prior clinical/medical training preferably in the field of diabetes. Entrants must be able to demonstrate relevant experience in diabetes either through a formal interview process and or references

Students for whom English is not their first language are required to meet minimum standards set out in Senate regulation 1: Regulations governing minimum entry qualifications and language requirements for taught programmes of study.

Evidence of such standards includes:

IELTS (International English Language Test Score) of 6.5 or more

TOEFL (Test Of English as a Foreign Language) score of 90 or more

First Degree at a UK university

Indian Board state XII or 80% or more

GCSE or O-level English at Grade C or above

Evidence may be required of the student's English language ability in accordance with this link:  
<https://le.ac.uk/student-life/international-students/english-language-requirements>

## **6. Accreditation of Prior Learning:**

There will be no APL of credits for the PGCert. For the PGDip and the MSc Students will be able to transfer 60 taught credits for accreditation of prior certificated learning if it relates to the field of diabetes in the last 3 years. Study of up to the last 5 years may be considered at the discretion of the programme team. Recognised credits must be at level 7, awarded by a UK university or National Assessment and Accreditation Council (NAAC) listed institution in a diabetes-related subject. There will be no formal accreditation for experiential learning.

This would enable students who have completed a Post Graduate certificate in diabetes from another provider to complete the Diploma or MSc in this Distance Learning programme. This will be in line with APL guidelines and at the discretion of the course director.

## **7. Programme aims:**

- To equip students with the knowledge and skills to deliver effective, high quality, evidence based clinical diabetes care in adults underpinned by the latest academic advances
- To maximise competence and confidence by providing a highly interactive positive learning environment in which the student realises their own academic development through careful programme design
- To give students experience of research through optional module entitled Foundation Research and through the Dissertation Module for MSc students which will prepare them for further research opportunities or health related career posts requiring these skills.

## **8. Reference points used to inform the programme specification:**

The programme is being written in accordance with the International Curriculum for Diabetes Health Professional Education (2008)

The following documents have been used to provide benchmarking and inform the content and standard of the programme:

- [University of Leicester Learning and Teaching Strategy 2011-2016](#)
- External Examiners' report (annual) based on the campus version of this course
- Annual Developmental Review BMJ 2013/14 and 2014/15. Campus Based ADR 2013/14 and 2014/15
- QAA Institutional Audit (2009 )  
<http://www.qaa.ac.uk/InstitutionReports/Reports/Pages/inst-audit-University-of-Leicester-09.aspx>
- The framework for higher education qualifications in England, Wales and Northern Ireland FHEQ. 2<sup>nd</sup> Edition (October 2014)
- QAA. Benchmark Statement: Health Care Programmes – Phase 2 (2004)

- NHS. National Service Framework for Diabetes: Standards (Dec 2001)
- NICE Technology Appraisals related to diabetes
- NICE Guidance related to diabetes
- <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>
- <http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf>
- [IDF International Standards for Education of health Professionals \(2015\)](http://www.idf.org/sites/default/files/attachments/Standards-of-Professional-Education-in-Diabetes-Final.pdf)  
<http://www.idf.org/sites/default/files/attachments/Standards-of-Professional-Education-in-Diabetes-Final.pdf>
- Feedback from the Marketing Communications Office

## 9. Programme Outcomes:

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Discipline specific knowledge and competencies</i>		
<b>Knowledge</b>		
<b>Certificate</b> Identify and recognise the components of clinical presentation and management in all aspects of diabetes care	<b>Certificate</b> On line Lectures, Tutorials, Directed Reading, Webinars and problem solving online scenarios	<b>Certificate</b> Essays, Short answer exam, Discussion Forum and Reflective journal Complete assignments
<b>Diploma</b> In addition to the above, graduates should possess a sound knowledge of the theories and evidence bases underpinning contemporary approaches to either self-management or prevention of diabetes including identification of the elements of the research process and critical appraisal in relation to applied health research	<b>Diploma</b> In addition to the above; the Complications Module, Foundation Research Module, or Lifestyle Behaviour Module or Prevention, Screening and Early Detection in Diabetes Module	<b>Diploma</b> As above
<b>Masters</b> In addition to the above, students should possess advanced knowledge of quantitative and qualitative methods and methodologies	<b>Masters</b> In addition to the above; the dissertation supervision process and tutorials. Students must have knowledge of research methods and methodologies through the Foundation Research Module	<b>Masters</b> In addition to the above; complete dissertation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>Concepts</b>		
<b>Certificate</b> Demonstrate how to interpret, evaluate and apply theory of the concepts of various areas of diabetes care to clinical practice, including, basic clinical presentation and management, new and advanced therapies, insulin management	<b>Certificate</b> On line Lectures, Tutorials, Directed Reading, Webinars and Problem solving online scenarios	<b>Certificate</b> Essays, Short answer exam, Discussion Forum and Reflective journal Complete assignments
<b>Diploma</b> In addition to the above; students should be able to explain and critique core methods used in Foundation Research or in one of the following fields; Lifestyle Behaviour Module or Prevention, Screening and Early Detection in Diabetes Module	<b>Diploma</b> In addition to the above; the Complications Module, the Foundation Research Module, or Lifestyle Behaviour Module or Prevention, Screening and Early Detection in Diabetes Module	<b>Diploma</b> As above
<b>Masters</b> In addition to the above; graduates should be able to explain and critique the application of research methods concepts to a practical research project	<b>Masters</b> In addition to the above; the dissertation supervision process and tutorials	<b>Masters</b> In addition to the above; complete dissertation and dissertation presentation
<b>Techniques</b>		
<b>Certificate</b> Demonstrate clinical competencies in various aspects of diabetes care, being able to identify appropriate treatment and management regimens with the ability to justify choice of chosen clinical management decisions	<b>Certificate</b> On line Lectures, Tutorials, Directed Reading, Webinars and problem solving online scenarios, Discussion boards	<b>Certificate</b> Essays, Short answer exam, Discussion Forum and Reflective journal Complete assignments
<b>Diploma</b> As above	<b>Diploma</b> In addition to the above; the Complications Module, the Foundation Research Module, or Lifestyle Behaviour Module or Prevention, Screening and Early Detection in Diabetes Module	<b>Diploma</b> As above
<b>Masters</b> In addition to the above; students should possess advanced knowledge of the quantitative and qualitative methods and methodologies used to undertake the dissertation topic	<b>Masters</b> In addition to the above; the dissertation supervision process and tutorials	<b>Masters</b> In addition to the above; complete dissertation and dissertation presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>Critical analysis</b>		
<b>Certificate</b> Critically review, debate and discuss literature on the management of diabetes care	<b>Certificate</b> On line Lectures, Tutorials, Directed Reading, Webinars and problem solving online scenarios including Hot Topics, discussion boards	<b>Certificate</b> Essays, Short answer exam, Discussion Forum and Reflective journal Complete assignments
<b>Diploma</b> As above	<b>Diploma</b> As above	<b>Diploma</b> As above
<b>Masters</b> In addition to the above; be able to critically appraise and analyse dissertation topic including discussion and recommendations	<b>Masters</b> In addition to the above; the dissertation process, tutorials and independent research	<b>Masters</b> In addition to the above; complete dissertation and dissertation presentation
<b>Presentation</b>		
<b>Certificate</b> Ability to present orally in writing individual and group work, specifically case study discussions, critical appraisal of published literature	<b>Certificate</b> On line Lectures, Tutorials, Directed Reading, Webinars and problem solving online scenarios including Hot Topics, discussion boards	<b>Certificate</b> Essays, Short answer exam, Discussion Forum and Reflective journal Complete assignments
<b>Diploma</b> As above	<b>Diploma</b> As above	<b>Diploma</b> As above
<b>Masters</b> In addition to the above; present dissertation proposal	<b>Masters</b> In addition to the above; present dissertation proposal and progress and receive feedback	<b>Masters</b> In addition to the above; complete dissertation and dissertation presentation
<b>Appraisal of evidence</b>		
<b>Certificate</b> Demonstrate the ability to critically appraise published research literature in relation to clinical areas of diabetes and examine outcomes of this published evidence in relation to clinical practice	<b>Certificate</b> On line Lectures, Tutorials, Directed Reading, Webinars and problem solving online scenarios, discussion boards	<b>Certificate</b> Essays, Short answer exam, Discussion Forum and Reflective journal Complete assignments
<b>Diploma</b> As above	<b>Diploma</b> As above	<b>Diploma</b> As above
<b>Masters</b> In addition to the above; demonstrate an independent level of inquiry at an advanced level	<b>Masters</b> In addition to the above; the dissertation process and independent research	<b>Masters</b> In addition to the above; complete dissertation and dissertation presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(b) Transferable skills</i>		
<b>Research skills</b>		
<b>Certificate</b> Locate, organise and appraise evidence, report on findings	<b>Certificate</b> This is progressively developed through modes of assessment and formative work including the completion of the Distance Learning Introduction Module which includes study skills signposting, on line lectures, group on line discussions, study groups, directed reading	<b>Certificate</b> Essays, Short answer exam, Discussion Forum and Reflective journal Complete assignments
<b>Diploma</b> As above	<b>Diploma</b> As above	<b>Diploma</b> As above
<b>Masters</b> In addition to the above; to construct research projects based on focused research questions, conduct significant background research and literature survey, collect and analyse data which is relevant to research questions, report on findings, critiquing the data from competing viewpoints, construct a critical argument at an advanced level	<b>Masters</b> In addition to the above; the dissertation supervision process	<b>Masters</b> In addition to the above; complete dissertation and dissertation presentation
<b>Communication skills</b>		
<b>Certificate</b> Demonstrate essay writing, and effective patient communications skills	<b>Certificate</b> Participation in webinars and on line group discussions	<b>Certificate</b> Essays, Short answer exam, Discussion Forum and Reflective journal Complete assignments
<b>Diploma</b> In addition to the above; critically discuss and present arguments showing a sound level of analysis, to communicate ideas effectively, writing using the appropriate academic convention for the discipline	<b>Diploma</b> As above	<b>Diploma</b> As above
<b>Masters</b> In addition to the above; construct a dissertation that is logically structured and written with clarity and precision	<b>Masters</b> In addition to the above; the dissertation supervision process and on line group tutorials	<b>Masters</b> In addition to the above; complete dissertation and dissertation presentation
<b>Data presentation</b>		
<b>Certificate</b> Analyse and present basic clinical data and identify the strengths and weaknesses of research papers and evidence	<b>Certificate</b> On line Lectures, Tutorials, Directed Reading, Webinars and problem solving online scenarios including Hot Topics, discussion boards	<b>Certificate</b> Essays, Short answer exam, Discussion Forum and Reflective journal Complete assignments

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>Diploma</b> As above	<b>Diploma</b> As above	<b>Diploma</b> As above
<b>Masters</b> In addition to the above; present research clearly and effectively using appropriate IT resources	<b>Masters</b> In addition to the above; the Foundation Research Module , Independent Research and Dissertation supervision process	<b>Masters</b> In addition to the above; complete dissertation and dissertation presentation
<b>Information technology</b>		
<b>Certificate</b> Demonstrate effective skills in IT basic office packages such as word and powerpoint. Present assignments in line with course Regulations using appropriate IT resources	<b>Certificate</b> On line Lectures, Tutorials, Directed Reading, Webinars and problem solving online scenarios including Hot Topics, discussion boards	<b>Certificate</b> Essays, Short answer exam, Discussion Forum and Reflective journal  Complete assignments
<b>Diploma</b> As above	<b>Diploma</b> As above	<b>Diploma</b> As above
<b>Masters</b> In addition to the above; for those undertaking a quantitative dissertation demonstrate the ability to use statistical IT packages to analyse data	<b>Masters</b> In addition to the above; dissertation supervision process. Experience of writing the dissertation and receiving feedback	<b>Masters</b> In addition to the above; complete dissertation and dissertation presentation
<b>Problem solving</b>		
<b>Certificate</b> Recognise a clinical problem within a case study scenario and use problem solving skills to consider the published evidence and justify the appropriate course of treatment for the patient	<b>Certificate</b> Case study presentations and analysis, group discussion, directed reading	<b>Certificate</b> Essays, Short answer exam, Discussion Forum and Reflective journal  Complete assignments
<b>Diploma</b> As above	<b>Diploma</b> As above	<b>Diploma</b> As above
<b>Masters</b> As above	<b>Masters</b> As above	<b>Masters</b> In addition to the above; complete dissertation
<b>Working relationships</b>		
<b>Certificate</b> Demonstrate effective communication and ability to work effectively in groups/teams to problem solve and critically appraise evidence and treatment management options	<b>Certificate</b> Webinars, Tutorials, Discussion Boards and problem solving discussion groups	<b>Certificate</b> Essays, Short answer exam, Discussion Forum and Reflective journal  Complete assignments
<b>Diploma</b> As above	<b>Diploma</b> As above	<b>Diploma</b> As above
<b>Masters</b> As above	<b>Masters</b> As above	<b>Masters</b> In addition to the above; complete dissertation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>Managing learning</b>		
<b>Certificate</b> Reflect, appraise and evaluate own learning, showing the ability to identify areas of academic and clinical practice that require increased acquisition of skills	<b>Certificate</b> On line Lectures, Tutorials, Directed Reading, Webinars and problem solving online scenarios including Hot Topics, discussion boards	<b>Certificate</b> Essays, Short answer exam, Discussion Forum and Reflective journal Complete assignments
<b>Diploma</b> As above	<b>Diploma</b> As above	<b>Diploma</b> As above
<b>Masters</b> In addition to the above; construct a credible research project, drawing up a realistic research timetable, carrying out independent research, reflecting on and writing up results	<b>Masters</b> In addition to the above; the dissertation supervision process. Experience of writing the dissertation	<b>Masters</b> Data preparation in dissertation and dissertation write up Dissertation presentation
<b>Career management</b>		
<b>Certificate</b> Identify and appraise career progression options through updating knowledge on current vacancies within the area of diabetes and networking with other students, course staff and invited lecturers	<b>Certificate</b> On line Tutorials	<b>Certificate</b> Discussions within personal tutorial sessions, Postgraduate PDP, effective CV
<b>Diploma</b> As above	<b>Diploma</b> As above	<b>Diploma</b> As above
<b>Masters</b> In addition to the above; research a topic related to student's work experience/practice. Potential publication and dissemination of findings where appropriate	<b>Masters</b> In addition to the above; dissertation supervision process. Experience of writing dissertation	<b>Masters</b> In addition to the above; complete dissertation Sharing results with colleagues. Publication potential

## 9. Special features

The Leicester Diabetes Centre now forms one of the largest facilities in Europe for conducting first class clinical research and teaching in diabetes. The LDC is the biggest research centre for diabetes in the UK.

Our record of delivering the taught modules on the campus MSc programme has given us experience in the delivery of academic and clinical modules offering transferable skills. We have experience in evaluating these modules on a regular basis and developing the programme to meet learners' needs and expectations. The campus based MSc programme has been successful and been accredited by the International Diabetes federation.





The programme of modules planned will enable key lectures from the campus based programme to be recorded and used in the Distance Learning programme. This will ensure that distance learners will have the same quality of learning materials and access to current knowledge and expertise as campus-based students.

The experience we have gained through running the campus MSc programme will be transferable to the proposed DL programme.

This Distance Learning programme will be run by the experienced and high profile academic staff from this specialist centre and students will benefit from this experience and their specialist knowledge. Both Dr David Webb and Professor Heather Daly have experience in Distance Learning.

Dr David Webb was the overall lead on the BMJ Distance Learning PGCert/PGDip programme and also a module lead. He has also led on quality for the University of Leicester on the BMJ distance learning PG Cert/ PG Dip programme. Professor Heather Daly was also a module lead on the BMJ distance learning PG Cert/ PG Dip programme and is deputy director of the campus based PG study programme. Both are experienced in delivering DL diabetes modules. They will both lead the development of this DL programme from commencement and will teach on the programme. They will also lead the mentorship of staff.

Once established, the business case makes provision for UoL posts which will appoint people with DL experience.

## **10. Indicators of programme quality**

The existing campus based MSc consistently receives excellent feedback from the External Examiner. In particular the programme is commended for the quality of the course materials and student feedback. The MSc Diabetes has strong student support systems

This programme quality will be replicated in the Distance Learning MSc Diabetes and learning where appropriate will be shared across programmes.

## **11. Scheme of Assessment:**

As defined in [Senate Regulation 6](#): Regulations governing taught postgraduate programmes of study.

Students will be assessed in line with this regulation and allowed to progress. Progression through the programme will be as follows and will apply with standard university procedures:

*PG Certificate* – successful completion of 2 distance learning modules ( 2x 30 credits) as outlined in marking scheme, then to Exam Board and student asked if they want to progress to PG Diploma.

*PG Diploma* – successful completion of a **further** 3 distance learning modules (1 x30 credits and 2 x 15 credits), then to Exam Board and student asked if they want to progress to full MSc. Students progressing on to the MSc must choose and successfully complete the optional Foundation Research Module, as this is a qualifying module for the MSc.

*Masters* – successful completion of Dissertation (60 credits) as outlined in marking scheme.

Students may only be awarded the Postgraduate Certificate or the Postgraduate Diploma or the Masters degree. No student may be awarded more than one of the above qualifications.

## 12. Progression points

As defined in [Senate Regulation 6](#): Regulations governing taught postgraduate programmes of study. In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

## 13. Rules relating to re-sits or re-submissions:

As defined in [Senate Regulation 6](#): Regulations governing taught postgraduate programmes of study.

## 14. Additional features (e.g. timetable for admissions)

Programme intakes are October and April

## Appendix 1: Programme structure (programme regulations)

	MSc	Post Grad Diploma	Post Grad Certificate
Number of DL Modules Required	5	5	2
Number of Core Modules required	3	3	2
Number of Optional Modules required	2	2	0
Dissertation Required	Yes	No	No
Number of Credits Awarded	180	120	60

Core modules:

- Clinical presentation and Management of Diabetes: Glycaemic Control, New and Novel Therapies 30 credits
- Injectable Therapies 30 credits

### Award Certificate

Core Module:

- Clinical Presentation and Management in Diabetes Complications and

## Cardiovascular Disease 30 credits

### Optional Modules:

- Prevention, Screening, and Early Detection in Diabetes 15 Credits
- Foundation Research 15 Credits
- Self-Management and Lifestyle Behaviour Change 15 Credits

Students will choose 2 optional modules. Students wishing to complete the dissertation must take the Foundation Research Module as this is a qualifying module for the MSc.

### **Award Diploma**

- Dissertation (60 credits)

### **Award MSc**

## **Appendix 2: Module specifications**

See module specification database <http://www.le.ac.uk/sas/courses/documentation>