



Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2025/26

Date created: 25/03/2022

Last amended: 20/01/2025

Version no. 1

1. Programme title(s) and code(s)

MSc Diabetes

Post Graduate Diploma in Diabetes

Post Graduate Certificate in Diabetes

Single Modules in Diabetes (CPD)

[HECOS Code](#)

HECOS Code	%
101338	100%

2. Awarding body or institution

University of Leicester

3. a) Mode of study

Part-time

b) Type of study

Distance learning

4. Registration periods

The programme will follow the University regulations:

- MSc (180 credits)
 - Normal period of registration: 24 months part-time
 - Maximum registration period: 48 months part-time
- PG Dip (120 credits)
 - Normal period of registration: 16 months part-time
 - Maximum registration period: 32 months part-time
- PG Cert (60 credits)
 - Normal period of registration: 9 months part-time
 - Maximum registration period: 18 months part-time
- Single Modules (15/30 credits)
 - Normal period of registration: 2-4 months part-time
 - Maximum registration period: 12 months part-time

5. Typical entry requirements

Candidates should normally have at least a second class honours degree or equivalent, and have qualified healthcare professional status (medicine, nursing or other similar recognised profession). Additionally, they should have at least two years' professional experience in a health or social care setting, preferably in the field of diabetes. Because applications are treated on an individual basis, candidates with alternative qualifications and evidence of being able to study at a master's degree

level may be considered. Entrants must be able to demonstrate relevant experience in diabetes, either through a written personal statement, a formal interview and/or references.

There is a limit on the numbers of credits students can study as single modules (CPD) prior to registering for a higher award. For a Postgraduate Certificate, 30 credits can be studied as single modules (CPD) prior to registration for the award. For a Postgraduate Diploma or MSc, 60 credits can be studied as single modules (CPD) prior to registration for the awards. Please see the next section on Accreditation of Prior Learning. Students taking single modules are only permitted to study one module at a time.

Students will be required to meet the standard English language requirements set out in [Senate regulation 1](#)

6. Accreditation of Prior Learning

Students can APL up to 60 credits into the PG Diploma or the MSc from another course and in accordance with [Senate Regulation 2](#) and the University [Policy on the Accreditation of Prior Learning](#). Credits must be at Level 7 and must be relevant to the programme. PG Cert students will be able to APL up to 30 credits into the programme. All APL of credits will be considered on an individual basis by the course directors once evidence of the APL credits has been submitted.

Where AP(C)L is approved, this will be graded and, where appropriate, will contribute to the final classification of an award.

7. Programme aims

The programme aims to:

- Equip students with the knowledge and confidence to deliver effective, high quality, evidence based clinical diabetes care in adults, underpinned by the latest academic advances
- Maximise confidence by providing a highly interactive positive learning environment in which the student realises their own academic development
- Give MSc and Post Graduate Diploma students valuable experience of research through the module entitled Foundation Research and the MSc student through the Dissertation Module 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 has been written in accordance with the International Curriculum for Diabetes Health Professional Education (International Diabetes Federation, 2017)

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- NICE Technology Appraisals related to diabetes
- NICE Guidance related to diabetes
- ADA/EASD Guidance related to diabetes
- IDF guidance related to diabetes

9. Programme Outcomes

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

a) Discipline specific knowledge and competencies

i) Knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Certificate Identify and recognise the components of clinical presentation and management in all aspects of diabetes care. In addition to this students will gain sound knowledge of the theories and evidence bases underpinning their chosen option modules	PG Certificate On line Lectures and podcasts, tutorials, directed reading, webinars, problem solving online scenarios, discussion forums, reflective journals and weekly live chats	PG Certificate Essays/case studies, exam, discussion forum and reflective journal Complete assignments
PG Diploma In addition to the above, graduates should possess a sound knowledge of the complications of diabetes, and knowledge from their extra option modules studied. In addition to this students should possess knowledge of research methods and methodologies through the Foundation Research Module	PG Diploma As above	PG Diploma As above
Masters In addition to the above, students should possess knowledge of implementing their learning from the Foundation Research Module in the management of their dissertation project	Masters In addition to the above, the dissertation supervision process, tutorials and independent study.	Masters Oral presentation of dissertation and completion of written dissertation.

ii) Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Certificate 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	PG Certificate On line lectures and podcasts, tutorials, directed reading, webinars, problem solving online scenarios, discussion forums, reflective journals and weekly live chats	PG Certificate Essays/case studies, discussion forum and reflective journal, exam Complete assignments
PG Diploma In addition to the above, students should be able to explain and critique core methods relating to the presentation and management of diabetes complications, to their chosen option modules with underpinning research concepts	PG Diploma On line Lectures and podcasts, tutorials, directed reading, webinars, problem solving online scenarios, discussion forums, reflective journals and weekly live chats	PG Diploma As above

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Masters In addition to the above, graduates should be able to explain and critique the application of research methods concepts to a dissertation project	Masters In addition to the above, the dissertation supervision process, tutorials and independent study.	Masters In addition to the above, oral presentation of dissertation and completion of written dissertation

iii) Techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Certificate Demonstrate clinical expertise and identify personal competencies needed in clinical practice for 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	PG Certificate On line lectures and podcasts, tutorials, directed reading, webinars, problem solving online scenarios, discussion forums, reflective journals and weekly live chats	PG Certificate Essays/case studies, exam, discussion forum and reflective journal Complete assignments
PG Diploma As above in additional speciality areas of diabetes	PG Diploma On line lectures and podcasts, tutorials, directed reading, webinars, problem solving online scenarios, discussion forums, reflective journals and weekly live chats	PG Diploma As above
Masters In addition to the above, students should apply chosen research methods/techniques to a dissertation project	Masters In addition to the above, the dissertation supervision process, tutorials and independent study.	Masters In addition to the above; Oral presentation of dissertation and completion of written dissertation

iv) Critical analysis

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Certificate Critically review, debate and discuss literature on the management of diabetes care	PG Certificate On line lectures and podcasts, tutorials, directed reading, webinars, problem solving online scenarios, discussion forums, reflective journals and weekly live chats.	PG Certificate Essays/case studies, exam, discussion forum and reflective journal Complete assignments
PG Diploma As above in additional specialist subjects related to diabetes	PG Diploma As above	PG Diploma As above

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Masters In addition to the above, be able to analyse, interpret and critically appraise dissertation data/findings and discuss recommendations	Masters In addition to the above, the dissertation supervision process, tutorials and independent research	Masters In addition to the above; Oral presentation of dissertation and completion of written dissertation

v) Presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Certificate Ability to present orally in writing individual and group work, specifically case study discussions, critical appraisal of published literature	PG Certificate On line lectures and podcasts, tutorials, directed reading, webinars, problem solving online scenarios, discussion forums, reflective journals and weekly live chats	PG Certificate Essays/case studies, exam, discussion forum and reflective journal Complete assignments
PG Diploma As above	PG Diploma As above	PG Diploma As above
Masters In addition to the above, present orally a dissertation proposal and written presentation of dissertation project	Masters In addition to the above, present orally a dissertation proposal and progress and receive feedback; and the dissertation supervision process, tutorials and independent research	Masters Oral presentation of dissertation and completion of written dissertation

vi) Appraisal of evidence

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Certificate 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	PG Certificate On line lectures and podcasts, tutorials, directed reading, webinars, problem solving online scenarios, discussion forums, reflective journals and weekly live chats	PG Certificate Essays/case studies, exam, discussion forum and reflective journal Complete assignments
PG Diploma As above, in additional specialist subjects related to diabetes	PG Diploma As above	PG Diploma As above
Masters In addition to the above; demonstrate an independent level of inquiry at an advanced level	Masters In addition to the above, the dissertation process and independent research	Masters In addition to the above, oral presentation of dissertation and completion of written dissertation

b) Transferable skills

i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Certificate Locate, organise and critically appraise evidence, interpret and report on findings	PG Certificate 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 online discussions, study groups and directed reading	PG Certificate Essays/case studies, exam, discussion forum and reflective journal Complete assignments
PG Diploma As above plus formulate a focused research question around a clinical topic, and apply knowledge of research design to develop a brief project proposal. Undertake an in-depth critical appraisal of a research paper.	PG Diploma As above	PG Diploma As above
Masters In addition to the above, to construct dissertation project based on a focused research question; undertake significant background research and a focused literature review; collect and analyse data which is relevant to research question; interpret and report on findings; critically appraise findings in relation to existing literature, and make recommendations for practice and further research; and construct a critical argument at an advanced level.	Masters In addition to the above, the dissertation supervision process, tutorials and independent research.	Masters Oral presentation of dissertation and completion of written dissertation

ii) Communication skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Certificate Demonstrate effective essay writing, and effective communications with fellow students and tutors. Identify effective communication skills needed in clinical practice	PG Certificate Participation in webinars, on line group discussion forums and weekly live chats	PG Certificate Essays/case studies, exam, discussion forum and reflective journal Complete assignments

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Diploma In addition to the above, critically discuss and present arguments showing a sound level of analysis; communicate ideas effectively (both orally and in writing) using the appropriate academic convention for the discipline.	PG Diploma As above	PG Diploma As above
Masters In addition to the above, construct a dissertation that is logically structured and written with clarity and precision	Masters In addition to the above, the dissertation supervision process and on line group tutorials	Masters In addition to the above, oral presentation of dissertation and completion of written dissertation

iii) Data presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Certificate Interpret and present basic clinical data and identify the strengths and weaknesses of research papers and evidence	PG Certificate On line lectures and podcasts, tutorials, directed reading, webinars, problem solving online scenarios, discussion forums, reflective journals and weekly live chats	PG Certificate Essays/case studies, exam, discussion forum and reflective journal Complete assignments
PG Diploma As above with application to clinical practice	PG Diploma As above	PG Diploma As above
Masters In addition to the above, interpret and present data/research (extended literature review, methods, findings, conclusion)/ clearly and effectively.	Masters In addition to the above, independent research and the dissertation supervision process	Masters In addition to the above, oral presentation of dissertation and completion of written dissertation

iv) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Certificate Demonstrate effective skills in IT using basic office packages such as word and powerpoint. Present assignments in line with the course requirements using appropriate IT resources	PG Certificate On line lectures and podcasts, tutorials, directed reading, webinars, problem solving online scenarios, discussion forums, reflective journals and weekly live chats	PG Certificate Essays/case studies, exam, discussion forum and reflective journal Complete assignments
PG Diploma As above	PG Diploma As above	PG Diploma As above

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Masters In addition to the above, use appropriate IT programmes and software to organise, analyse and present data, and to produce/present written dissertation (long document).	Masters In addition to the above, the dissertation supervision process, and experience of conducting research and writing the dissertation.	Masters In addition to the above, oral presentation of dissertation and completion of written dissertation

v) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Certificate 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	PG Certificate Case study presentations and analysis, group discussion, directed reading	PG Certificate Essays/case studies, exam, discussion forum and reflective journal Complete assignments
PG Diploma As above	PG Diploma As above	PG Diploma As above
Masters As above	Masters In addition to the above, the dissertation supervision process; experience of conducting independent dissertation project/writing the dissertation and receiving feedback	Masters In addition to the above, oral presentation of dissertation and completion of written dissertation

vi) Working relationships

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Certificate Demonstrate effective communication and ability to work effectively in groups/teams to problem solve and critically appraise evidence and treatment management options	PG Certificate Webinars, tutorials, discussion boards and problem solving discussion groups	PG Certificate Essays/case studies, exam, discussion forum and reflective journal Complete assignments
PG Diploma As above	PG Diploma As above	PG Diploma As above
Masters As above	Masters In addition to the above, the dissertation supervision process.	Masters In addition to the above, oral presentation of dissertation and completion of written dissertation

vii) Managing learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Certificate Reflect, appraise and evaluate own learning, showing the ability to identify areas of academic and clinical practice that require increased acquisition of skills	PG Certificate On line lectures and podcasts, tutorials, directed reading, webinars and problem solving online scenarios, discussion forums, reflective journals and weekly live chats.	PG Certificate Essays/case studies, exam, discussion forum and reflective journal Complete assignments
PG Diploma As above	PG Diploma As above	PG Diploma As above
Masters In addition to the above, construct a credible dissertation project; drawing up a realistic project timetable; carrying out independent research; and reflecting on and writing up results.	Masters In addition to the above, the dissertation supervision process and experience of writing the dissertation.	Masters Data preparation in dissertation and dissertation write up Dissertation presentation

viii) Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
PG Certificate 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.	PG Certificate On line tutorials	PG Certificate Postgraduate PDP, effective CV
PG Diploma As above	PG Diploma As above	PG Diploma As above
Masters In addition to the above, undertake a dissertation project related to student's work experience/practice. Potential publication and dissemination of findings where appropriate	Masters In addition to the above, dissertation supervision process. Experience of conducting a dissertation project and writing dissertation	Masters In addition to the above, complete dissertation Sharing results with colleagues. Potential publication and/or presentation (conference/seminar).

10. Special features

The Diabetes Programme of study is hosted by the Leicester Diabetes Centre, which now forms one of the largest facilities in Europe for conducting first class clinical research and teaching in diabetes. In 2018 the International Diabetes Federation (IDF) awarded LDC the titles of 'IDF Centre of Education' and 'IDF Centre of Excellence in Diabetes Care'.

We have a proven track record in delivering campus based and distance learning post graduate courses which equip students with knowledge and confidence in diabetes management and transferable academic skills. We have experience in evaluating these modules on a regular basis and developing the programme to meet learners' needs and expectations.

This Distance Learning programme is run by the experienced and high profile academic staff from the Leicester Diabetes Centre which is based at the heart of NHS clinical services. The specialist staff and researchers within the LDC are both nationally and internationally recognised and have involvement in developing national and international guidelines for diabetes.

10a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	<p>The programme's modules are underpinned by the research informing the subject area to allow students to think critically and use advanced clinical decision-making skills in relation to best practice. The Diabetes Research Centre is one of Europe's largest research centres. Cutting edge research work from here and across the world informs programme content and application of this research is demonstrated by students throughout their programme to support decision making.</p> <p>Research-briefed: The students will be exposed to challenging learning, inspired and informed by cutting-edge research, by drawing on the internationally renowned research of the Diabetes Research Centre research groups in Population Health Sciences as well as other internationally published work. All staff teaching on the programme are engaged in research and bring their experiences into their teaching.</p>
Research-based Framed enquiry for exploring existing knowledge.	<p>Research-based: Recorded Lectures, live tutorials and assessments are based on real world clinical cases which requires students to justify clinical decision making with research-based evidence, sometimes requiring students to think 'outside the box' of clinical guidelines but at the same time ensuring decision making is safe.</p>
Research-oriented Students critique published research content and process.	<p>Research-oriented: Students are required to critically appraise research evidence and consider how results are applicable to the real-world clinical setting. Students are given guidance and training in how to critically appraise published research.</p>
Research-apprenticed Experiencing the research	<p>Research-apprenticed: Training will be provided on case study/essay writing, presentation skills and reading research papers. There is also teaching on library skills including literature searching and reference manager software. Students will</p>

process and methods; building new knowledge.	work as groups during live seminars to discuss how the current evidence base informs their suggested Diabetes management for clinical cases
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As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

We hold extracurricular live sessions throughout special 'Diabetes' weeks/days in the year, for example: insulin safety week, world diabetes day and hypo week. During these sessions we invite guest speakers from across the DRC and external institutions to present their research work to our students. We also invite our alumni to discuss how the MSc has helped develop their career. We also encourage and support our students to present their dissertation work at national Diabetes Conferences and we offer support for publication of quality theses in peer reviewed journals. We signpost our students to national and international Diabetes conferences (which usually provide free or discounted access to our students) where they can hear the latest research evidence presented in this fast-paced clinical area.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

Our core teaching team place high value on incorporating new teaching and learning processes within their module delivery. The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

The core teaching group meet monthly to discuss ongoing action research projects within the course which inform module development and assessment.

11. Indicators of programme quality

- The programme will be subject to standard University of Leicester procedures for quality assessment, including Annual Programme Review, liaison with College Education Committee and the programme will report to the department's Taught Post Graduate Programmes Committee (TPPC).
- An External Examiner will be appointed according to [Senate regulation 7](#).
- There will be systematic, regular evaluation by students registered with the programme, including end of module evaluation.
- The programme has a student staff committee and the elected student representative will be invited to contribute to the board of studies meeting (for unreserved business only).

- The programme's teaching staff will engage with University procedures for peer observation of teaching.
- Periodic Development Review

The DL course consistently receives excellent feedback from the External Examiner. In particular the programme is commended for the quality of the course materials, student feedback and application to clinical practice. The programme has strong student support systems and the course team encourage the students to build active distance learning communities for peer support.

12. Criteria for award and classification

This programme follows the standard scheme of taught postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

13. Progression points

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

A pre-requisite of module MD7523 (Diabetes Complications) is a pass in the first module MD7520 (Glycaemic management). For students whose study pathway includes MD7523, a board of examiners will be called to progress students to MD7523 following the results of MD7520.

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/exit award where appropriate.

14. Rules relating to re-sits or re-submissions

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

15. External Examiners reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

16. Additional features

Programme intakes are October and April

Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2025/26

Date created: n/a

Last amended: 20/01/2025

Version no. 1

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Updates to the programme

Academic year	Module	Change
2025/26	MD7528 Foundations of Lifestyle Medicine	New option module

Post Graduate Certificate

Credit breakdown

Status	9 months
Core taught	30 credits
Optional	30 credits
Dissertation/project	n/a

60 credits in total

Level 7/Year 1 2025/26

Core modules

Delivery period	Code	Title	Credits
October and April	MD7520	Glycaemic Management through the lifespan	30 credits

Option modules

Delivery period	Code	Title	Credits
January and July	MD7517	Adult Inpatient	15 credits
March and September	MD7519	Prevention, Obesity and Diabetes	15 credits
January, March, July and September	MD7524	Self-management: Diabetes and Long-Term Conditions	15 credits
March and September	MD7527	Technology and Type 1 Diabetes	15 credits
June and November	MD7523	Diabetes Complications (Core module for PGDip and MSc but can be taken as an option for this award)	30 credits
January and July	MD7528	Foundations of Lifestyle Medicine	15 credits

Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Students can choose MD7523 Diabetes Complications instead of 2 x 15 credit option modules for this award. Successful completion of MD7520 is a pre-requisite for studying MD7523.

Some modules will be taught in 2026/27 academic year for April starters.

Post Graduate Diploma

Credit breakdown

Status	16 months
Core taught	75 credits
Optional	45 credits
Dissertation/project	n/a

120 credits in total

Level 7/Year 1 2025/26

Core modules

Delivery period	Code	Title	Credits
October and April	MD7520	Glycaemic Management through the lifespan	30 credits
June and November	MD7523	Diabetes Complications	30 credits

Option modules

Delivery period	Code	Title	Credits
January and July	MD7517	Adult Inpatient	15 credits
March and September	MD7519	Prevention, Obesity and Diabetes	15 credits
January, March, July and September	MD7524	Self-management: Diabetes and Long-Term Conditions	15 credits
January and July	MD7528	Foundations of Lifestyle Medicine	15 credits
March and September	MD7527	Technology and Type 1 Diabetes	15 credits

Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Some modules will be taught in 2026/27 academic year for April starters. Option module 3 for October starters will span the end of 2025/26 academic year and the start of 2026/27 academic year.

Students need to have successfully passed the core module Glycaemic Management (MD7520) as a prerequisite for studying the next core module Diabetes Complications (MD7523).

Level 7/Year 2 2026/27

Core modules

Delivery period	Code	Title	Credits
May and November	MD7525	Foundation Research	15 credits

MSc

Credit breakdown

Status	24 months
Core taught	75 credits
Optional	45 credits
Dissertation/project	60

180 credits in total

Level 7/Year 1 2025/26

Core modules

Delivery period	Code	Title	Credits
October and April	MD7520	Glycaemic Management through the lifespan	30 credits
June and November	MD7523	Diabetes Complications	30 credits

Option modules

Delivery period	Code	Title	Credits
January and July	MD7517	Adult Inpatient	15 credits
March and September	MD7519	Prevention, Obesity and Diabetes	15 credits
January, March, July and September	MD7524	Self-management: Diabetes and Long-Term Conditions	15 credits
March and September	MD7527	Technology and Type 1 Diabetes	15 credits
January and July	MD7528	Foundations of Lifestyle Medicine	15 credits

Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Some modules will be taught in 2026/27 academic year for April starters. Option module 3 for October starters will span the end of 2025/26 academic year and the start of 2026/27 academic year.

Note 1: students need to have successfully passed the core module Glycaemic Management (MD7520) as a prerequisite for studying the next core module Diabetes Complications (MD7523).

Level 7/Year 2 2026/27

Core modules

Delivery period	Code	Title	Credits
May and November	MD7525	Foundation Research	15 credits
January and July	MD7526	Dissertation	60 credits

Appendix 2: Module specifications

See taught postgraduate [module specification database](#) [login required] (Note - modules are organized by year of delivery).



Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2025/26

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Appendix 3: Module mapping matrix

Research-inspired Education: Module Mapping Matrix

Please refer to the Research-inspired Education guidance document when completing the sections below. **This is an internally-facing document which will not be shared directly with prospective or future students.**

Sub-section i: Articulation of research-inspired components within taught modules.

RiE Quadrant	Module code and name	Core ¹	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-briefed Bringing staff research content into the curriculum.	MD7520 Glycaemic Management through the Lifespan	Core for all awards	Use cutting edge published research from DRC staff to inform module content and development
	MD7517 Adult Inpatient	Option for all awards	Use cutting edge published research from DRC staff to inform module content and development
	MD7519 Prevention Obesity and Diabetes	Option for all awards	Use cutting edge published research from DRC staff to inform module content and development
	MD7523 Diabetes Complications	Core for PGDip and MSc	Use cutting edge published research from DRC staff to inform module content and development
	MD7524 Self Management: Diabetes and Long Term conditions	Option for all awards	Use cutting edge published research from DRC staff to inform module content and development
	MD7525 Foundation Research	Core for PGDip and MSc	Use cutting edge published research from DRC staff to inform module content and development
	MD7526 Dissertation	Core for MSc	Use cutting edge published research from DRC staff to inform module content and development

¹ If it is not in a core module, this should be embedded in equivalent optional modules that all deliver this aspect of the framework (to ensure all students experience this element of the framework).

RiE Quadrant	Module code and name	Core ¹	How the module delivers this aspect of the RiE quadrant (one or two sentences)
	MD7527 Technology and Type 1 Diabetes	Option for all awards	Use cutting edge published research from DRC staff to inform module content and development
	MD7528 Foundations of Lifestyle Medicine	Option for all awards	Use cutting edge published research from DRC staff to inform module content and development

RiE Quadrant	Module code and name	Core ²	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-based Framed enquiry for exploring existing knowledge.	MD7520 Glycaemic Management through the Lifespan	Core	Students required to justify clinical decision making based on published evidence
	MD7517 Adult Inpatient	Option for all awards	Students required to justify clinical decision making based on published evidence
	MD7519 Prevention Obesity and Diabetes	Option for all awards	Students required to justify clinical decision making based on published evidence
	MD7523 Diabetes Complications	Core for PGDip and MSc	Students required to justify clinical decision making based on published evidence
	MD7524 Self Management: Diabetes and Long Term conditions	Option for all awards	Students required to justify clinical decision making based on published evidence
	MD7525 Foundation Research	Core for PGDip and MSc	Students required to perform literature searching of published evidence as part of teaching and assessment
	MD7526 Dissertation	Core for MSc	Students required to perform literature searching of existing evidence. Students will use this information to support various chapters of their dissertation
	MD7527 Technology and Type 1 Diabetes	Option for all awards	Students required to justify clinical decision making based on published evidence

² If it is not in a core module, this should be embedded in equivalent optional modules that all deliver this aspect of the framework (to ensure all students experience this element of the framework).

RiE Quadrant	Module code and name	Core ²	How the module delivers this aspect of the RiE quadrant (one or two sentences)
	MD7528 Foundations of Lifestyle Medicine	Option for all awards	Students required to justify clinical decision making based on published evidence

RiE Quadrant	Module code and name	Core ³	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-oriented Students critique published research content and process.	MD7520 Glycaemic Management through the Lifespan	Core	Students are required to evaluate how research findings are applicable to the real world clinical setting
	MD7517 Adult Inpatient	Option for all awards	Students are required to evaluate how research findings are applicable to the real world clinical setting
	MD7519 Prevention Obesity and Diabetes	Option for all awards	Students are required to evaluate how research findings are applicable to the real world clinical setting
	MD7523 Diabetes Complications	Core for PGDip and MSc	Students are required to evaluate how research findings are applicable to the real world clinical setting
	MD7524 Self Management: Diabetes and Long Term conditions	Option for all awards	Students are required to evaluate how research findings are applicable to the real world clinical setting
	MD7525 Foundation Research	Core for PGDip and MSc	Students are required to critique published research throughout the taught weeks of the module and also for module assessments
	MD7526 Dissertation	Core for MSc	Students are required to perform a critical appraisal of the published research to support their dissertation rationale. They also use this information to evaluate how their own work differs or supports published research, allowing them to make suggestions for future research

³ If it is not in a core module, this should be embedded in equivalent optional modules that all deliver this aspect of the framework (to ensure all students experience this element of the framework).

RiE Quadrant	Module code and name	Core ³	How the module delivers this aspect of the RiE quadrant (one or two sentences)
	MD7527 Technology and Type 1 Diabetes	Option for all awards	Students are required to evaluate how research findings are applicable to the real world clinical setting
	MD7528 Foundations of Lifestyle Medicine	Option for all awards	Students are required to evaluate how research findings are applicable to the real world clinical setting

RiE Quadrant	Module code and name	Core ⁴	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-apprenticed Experiencing the research process and methods; building new knowledge.	MD7520 Glycaemic Management through the Lifespan	Core	Students are trained in critical appraisal of the literature to inform/justify clinical decision making. Also training in literature searching skills and reference manager software
	MD7517 Adult Inpatient	Option for all awards	Students are trained in critical appraisal of the literature to inform/justify clinical decision making. Also training in literature searching skills and reference manager software
	MD7519 Prevention Obesity and Diabetes	Option for all awards	<u>Students are trained in critical appraisal of the literature to inform/justify clinical decision making. Also training in literature searching skills and reference manager software</u>
	MD7523 Diabetes Complications	Core for PGDip and MSc	<u>Students are trained in critical appraisal of the literature to inform/justify clinical decision making. Also training in literature searching skills and reference manager software</u>
	MD7524 Self Management: Diabetes and Long Term conditions	Option for all awards	<u>Students are trained in critical appraisal of the literature to inform/justify clinical decision making. Also training in literature searching skills and reference manager software</u>

⁴ If it is not in a core module, this should be embedded in equivalent optional modules that all deliver this aspect of the framework (to ensure all students experience this element of the framework).

RiE Quadrant	Module code and name	Core ⁴	How the module delivers this aspect of the RiE quadrant (one or two sentences)
	MD7525 Foundation Research	Core for PGDip and MSc	<u>Students are trained in critical appraisal of the literature to enable them to evaluate existing subject evidence. Also training in literature searching skills and reference manager software</u>
	MD7526 Dissertation	Core for MSc	<u>Students are trained in critical appraisal of the literature to support the rationale for their dissertation. Also training in literature searching skills and reference manager software</u>
	MD7527 Technology and Type 1 Diabetes	Option for all awards	<u>Students are trained in critical appraisal of the literature to inform/justify clinical decision making. Also training in literature searching skills and reference manager software</u>
	MD7528 Foundations of Lifestyle Medicine	Option for all awards	<u>Students are trained in critical appraisal of the literature to inform/justify clinical decision making. Also training in literature searching skills and reference manager software</u>

Sub-section ii: Articulation of plans / intentions for development of Research-Inspired Education beyond the existing provision. *Please capture any future ideas that are not already happening in the box below. This is an optional section and will not be subject to review.*