

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?
<p>PG Certificate</p> <p>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</p>	<p>PG Certificate</p> <p>On line Lectures and podcasts, tutorials, directed reading, webinars, problem solving online scenarios, discussion forums, reflective journals and weekly live chats</p>	<p>PG Certificate</p> <p>Essays/case studies, exam, discussion forum and reflective journal</p> <p>Complete assignments</p>
<p>PG Diploma</p> <p>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</p>	<p>PG Diploma</p> <p>As above</p>	<p>PG Diploma</p> <p>As above</p>
<p>Masters</p> <p>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</p>	<p>Masters</p> <p>In addition to the above, the dissertation supervision process, tutorials and independent study.</p>	<p>Masters</p> <p>Oral presentation of dissertation and completion of written dissertation.</p>

ii) Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>PG Certificate</p> <p>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</p>	<p>PG Certificate</p> <p>On line lectures and podcasts, tutorials, directed reading, webinars, problem solving online scenarios, discussion forums, reflective journals and weekly live chats</p>	<p>PG Certificate</p> <p>Essays/case studies, discussion forum and reflective journal, exam</p> <p>Complete assignments</p>
<p>PG Diploma</p> <p>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</p>	<p>PG Diploma</p> <p>On line Lectures and podcasts, tutorials, directed reading, webinars, problem solving online scenarios, discussion forums, reflective journals and weekly live chats</p>	<p>PG Diploma</p> <p>As above</p>

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

iii) Techniques

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

iv) Critical analysis

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

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?
<p>PG Certificate</p> <p>Locate, organise and critically appraise evidence, interpret and report on findings</p>	<p>PG Certificate</p> <p>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</p>	<p>PG Certificate</p> <p>Essays/case studies, exam, discussion forum and reflective journal</p> <p>Complete assignments</p>
<p>PG Diploma</p> <p>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.</p>	<p>PG Diploma</p> <p>As above</p>	<p>PG Diploma</p> <p>As above</p>
<p>Masters</p> <p>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.</p>	<p>Masters</p> <p>In addition to the above, the dissertation supervision process, tutorials and independent research.</p>	<p>Masters</p> <p>Oral presentation of dissertation and completion of written dissertation</p>

ii) Communication skills

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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>PG Diploma</p> <p>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.</p>	<p>PG Diploma</p> <p>As above</p>	<p>PG Diploma</p> <p>As above</p>
<p>Masters</p> <p>In addition to the above, construct a dissertation that is logically structured and written with clarity and precision</p>	<p>Masters</p> <p>In addition to the above, the dissertation supervision process and on line group tutorials</p>	<p>Masters</p> <p>In addition to the above, oral presentation of dissertation and completion of written dissertation</p>

iii) Data presentation

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

iv) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>PG Certificate</p> <p>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</p>	<p>PG Certificate</p> <p>On line lectures and podcasts, tutorials, directed reading, webinars, problem solving online scenarios, discussion forums, reflective journals and weekly live chats</p>	<p>PG Certificate</p> <p>Essays/case studies, exam, discussion forum and reflective journal</p> <p>Complete assignments</p>
<p>PG Diploma</p> <p>As above</p>	<p>PG Diploma</p> <p>As above</p>	<p>PG Diploma</p> <p>As above</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Masters</p> <p>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).</p>	<p>Masters</p> <p>In addition to the above, the dissertation supervision process, and experience of conducting research and writing the dissertation.</p>	<p>Masters</p> <p>In addition to the above, oral presentation of dissertation and completion of written dissertation</p>

v) Problem solving

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

vi) Working relationships

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

vii) Managing learning

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

viii) Career management

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

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
<p>Research-briefed Bringing staff research content into the curriculum.</p>	<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>
<p>Research-based Framed enquiry for exploring existing knowledge.</p>	<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>
<p>Research-oriented Students critique published research content and process.</p>	<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>
<p>Research-apprenticed Experiencing the research</p>	<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: 2026/27

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
2026/27	MD7529 Clinical Obesity	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 2026/27

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	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	Lifestyle Medicine: Prevention and Management of Type 2 Diabetes	15 credits
March and September	MD7529	Clinical Obesity	

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 2027/28 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 2026/27

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
January, March, July and September	MD7524	Self-management: Diabetes and Long-Term Conditions	15 credits
January and July	MD7528	Lifestyle Medicine: Prevention and Management of Type 2 Diabetes	15 credits
March and September	MD7527	Technology and Type 1 Diabetes	15 credits
March and September	MD7529	Clinical Obesity	

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 2027/28 academic year for April starters. Option module 3 for October starters will span the end of 2026/27 academic year and the start of 2027/28 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 2027/28

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 2026/27

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	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	Lifestyle Medicine: Prevention and Management of Type 2 Diabetes	15 credits
March and September	MD7529	Clinical Obesity	

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 2027/28 academic year for April starters. Option module 3 for October starters will span the end of 2026/27 academic year and the start of 2027/28 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 2027/28

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).