



Module Descriptor

Title	Diabetes Care and Prevention		
Session	2025/26	Status	Published
Code	HLTH09005	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Moira Lewitt		
Summary of Module			
<p>The prevalence diabetes has been steadily increasing in all countries and has had a significant impact on global health. About 422 million people worldwide are living with diabetes today. According to the World Health Organisation, there was a 3% increase in deaths from diabetes between 2000 and 2019, with an increase of 13% in diabetes-related mortality in lower-middle-income countries. There is a globally agreed target to halt the rise in diabetes and obesity by 2025.</p>			
<p>This module is suitable for a range of health and social care providers and professionals who care for, or support, people with diabetes or are interested in preventive health care. There will be a focus on the role of multi-professional care and collaborative approaches in meeting the needs of people with diabetes, as well as how individuals can be empowered to make choices to improve their lifestyle, and to monitor and control their own care. Students will develop their critical thinking and analytical skills, ensuring development of a research-minded approach to diabetes care and prevention.</p>			
<p>The module has been developed with clinical experts currently in practice to ensure that theory is up-to-date and represents evidence-based practice. Students will identify their own cases to underpin their study and the assessment. Ideally, students should be in a health or social care practice environment and have access to suitable individuals with diabetes. However, there is scope for the case study assessment to deal with a community or public health scenario.</p>			
<p>Other graduate attributes facilitated by this module include communication, resilience, cultural awareness, analytical and innovative skills that will positively impact on diabetes care and prevention in a variety of health and social care contexts from local, national and global perspectives.</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input checked="" type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)			
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Demonstrate an understanding of the aetiology, pathophysiology and manifestations of diabetes.
L2	Apply the key principles and theories of care and prevention to critically analyse the needs of people with, or at risk of, diabetes.
L3	Critically appraise the role of multi-professional health and social care in meeting the needs of people with diabetes, in different cultural and social contexts.
L4	Evaluate the suitability of educational programmes and other approaches to empowering people with, or at risk of, diabetes.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF 9 Understanding the key principles and theories of diabetes care and prevention. Knowledge and understanding of the importance of demographics and lifestyle in determining diabetes risk.
Practice: Applied Knowledge and Understanding	SCQF 9 Adopting a whole person approach to diabetes care and prevention. Recommending approaches that empower people with diabetes, and their families and communities, to manage their own care.

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Generic Cognitive skills	SCQF 9 Critical evaluation of evidence from a variety of sources as it relates to the provision of diabetes care and prevention.
Communication, ICT and Numeracy Skills	SCQF 9 Search, analysis and interpretation of research data relating to the diabetes care and prevention. Communication with other professionals.
Autonomy, Accountability and Working with Others	SCQF 9 Recognition of the key determinants of multi-professional and collaborative approaches to diabetes care and prevention. Recognise the boundaries of own and others roles in diabetes care and prevention.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>This module is delivered by full online learning utilising a Virtual Learning Environment (VLE). Students will receive core quality-assured module resources; individual and group tutorial support and directed learning via the VLE system. This will be aided by synchronous online sessions and asynchronous discussion boards. Students will be directed to wider reading including access to electronic library and e-books.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	10
Asynchronous Class Activity	6
Independent Study	158
Personal Development Plan	6
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

DeFronzo, R.A., Ferrannini, E., Zimmet, P., Alberti, K.G.M.M, (2015) International Textbook of Diabetes Mellitus. 4th edition. Oxford: Wiley-Blackwell. Available online through the library.

Healthcare Improvement Scotland (2010; updated 2017) Management of diabetes: A national clinical guideline. Available from www.sign.ac.uk

World Health Organization (2006) Definition and diagnosis of diabetes mellitus and intermediate hyperglycemia: report of a WHO-IDF consultation. Available from <https://apps.who.int/iris/handle/10665/43588>

World Health Organisation (2019) Classification of diabetes mellitus. Available from <https://apps.who.int/iris/handle/10665/325182>

In addition to these texts students will be directed to a wide range of international, national and local information to support the module content and learning outcomes.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources, including those in the Library and on the relevant learning platform, and if they complete assessments and submit these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Biological Sciences Health
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to

	programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Health
Moderator	Ukachukwu Abaraogu
External Examiner	K Myrissa
Accreditation Details	
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Class test (30% weighting)
Assessment 2
Written assignment (3000 words - 70% weighting)
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Class test (written)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	70	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

Change Control

What	When	Who