



Module Descriptor

Title	Diabetes Management		
Session	2024/25	Status	
Code	NURS09164	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

This module has been developed for healthcare professionals to be able to respond to the clinical needs of people with diabetes within multiprofessional settings and using a collaborative approaches. It takes a holistic view of the disease trajectory and emphasises the relationship between a person’s social, psychological, spiritual and physical needs. Students undertaking the module will develop their critical thinking and analytical skills.

Engagement with global, national and local perspectives in diabetes will ensure students complete the module with global perspectives and a research-minded approach to diabetes care delivery. Clinical experts will utilise case-study based scenarios that allow the practitioner to develop the problem-solving skills to meet the acute needs of the person with diabetes and also to partner with the person with diabetes in the long-term management of their condition. Students will identify their own cases studies to underpin their study and the assessment. Therefore, ideally, students should be in a practice environment and have access to suitable clients with diabetes. Other graduate attributes facilitated by this module include communication, resilience, transformational, analytical and innovative skills that will positively impact on the diabetes care delivery and support in a variety of clinical situations from a local or global perspective.

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input checked="" type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
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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

Campuses for Module Delivery	<input type="checkbox"/> Ayr		<input type="checkbox"/> Lanarkshire		<input checked="" type="checkbox"/> Online / Distance Learning	
	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London		<input type="checkbox"/> Other (specify)	
	<input type="checkbox"/> Paisley					
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 critical understanding of the pathophysiology of diabetes.
L2	Use an analytical approach to review the main types of Diabetes; their treatment and management, making reference to national & international guidelines
L3	Examine critically using a problem-solving approach the international epidemiological factors thought to be central to the current increase in disease prevalence.
L4	Critically appraise the role of multi-professional health and social care delivery in meeting the needs of people with diabetes, from differing ethnic, religious, social and cultural backgrounds from around the world.
L5	Analyse and evaluate educational programmes and other techniques that are available nationally and internationally which may be used in response to the differing needs of people with diabetes.

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)	<p>SCQF 9</p> <p>Understanding of the pathophysiology of diabetes and current clinical management strategies.</p> <p>Evaluation of the importance of demographics and lifestyle in the disease process.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 9</p> <p>Construction of clinical pathways of care for diabetic patients.</p> <p>Partnering of patients in the goal of making them ‘expert patients’</p>
Generic Cognitive skills	<p>SCQF 9</p> <p>Be able to review data from a variety of sources and make judgements on its applicability.</p> <p>Demonstrate reflective skills when reviewing their own current practice.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 9</p> <p>Communicates with the multi-professional team to clarify role responsibility.</p> <p>Search data bases and web-based resources to identify current practice.</p> <p>Calculates the therapeutic doses of insulin as prescribed.</p>

Autonomy, Accountability and Working with Others	<p>SCQF 9</p> <p>Is aware of the importance of working with the patient/family to maximize well-being.</p> <p>Takes professional responsibility for updating knowledge and delivering safe practice.</p>
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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 presented as fully online learning utilising a Virtual Learning Environment (VLE).</p> <p>Fully Online Learning students are supported by the VLE and will receive: E-learning materials which are introduced throughout to continue this process of discovery and to enable the student to utilise this information in a formative manner and engage with the module on an ongoing basis. Further aided by discussion boards; directed wider reading including access to electronic library and e-books. As prospective students come from a wide variety of allied professions and worldwide locations in the case of Online Learning cohorts then the ability to network and share good practice is both educational and a highly valuable resource.</p> <p>The assessment process will offer two different experiences, the test to help students cope with time-limited decision making and the final assessment to help students integrate theory into practice by use of a case study format and the review of information sources.</p> <p>Reasonable adjustments will be made for students assessed to require enabling strategies to be put in place. This to include but not limited to items such as specialised furniture, computer software, and hearing assistive devices, coloured paper handouts, and pre reading materials.</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
Please select	
TOTAL	200

Indicative Resources

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

There is no core text for this module. All are considered recommended reading.

Diabetes UK (2011) Understanding Diabetes: Your essential Guide. London: Diabetes UK.

Dunning, T. (2014) Care of people with diabetes : a manual of nursing practice.4th edition. Oxford: Wiley-Blackwell.

Holt, T. And Kumar, S. (2010) ABC of diabetes. 6th edition. Oxford: Wiley-Blackwell.

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.

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

(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:

Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

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.

(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 type="checkbox"/> Yes <input checked="" 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	Biological Sciences and Health
Moderator	Ukachukwu Abaraogu
External Examiner	Kyriaki Myrissa.
Accreditation Details	UWS
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.16

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A class test to cover Learning Outcomes 1,2 and 3 with a weighting of 30%. For both Blended and Online Learning cohorts this is undertaken as an online multiple choice questionnaire.
Assessment 2
A written Assignment of 3,000 words, to cover Learning outcomes 2,4 and 5 with a weighting of 70%. Learning Outcome 2 is covered in both assessments as it reflects the pathophysiology and treatments required to underpin the other Learning Outcomes being examined.
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	1

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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%	hours

Change Control

What	When	Who