

Summary Information

Module Code	6007HEAL
Formal Module Title	Diabetes Care and Management
Owning School	Nursing and Allied Health
Career	Undergraduate
Credits	20
Academic level	FHEQ Level 6
Grading Schema	40

Teaching Responsibility

LJMU Schools involved in Delivery
Nursing and Allied Health

Learning Methods

Learning Method Type	Hours
Lecture	25
Seminar	4
Tutorial	1

Module Offering(s)

Display Name	Location	Start Month	Duration Number Duration Unit
SEP-CTY	CTY	September	12 Weeks

Aims and Outcomes

Aims	To enable students [practitioners, lay carers and service users] to critically examine and apply knowledge and skills necessary to implement appropriate care for people with diabetes.
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After completing the module the student should be able to:

Learning Outcomes

Code	Number	Description
MLO1	1	Interpret how altered physiology creates the clinical features of diabetes and associated complications.
MLO2	2	Evaluate the impact of the disease process on the life experiences of people with diabetes.
MLO3	3	Critically examine the provision and effectiveness of diabetic care, relating to the patient and their family.
MLO4	4	Critically appraise the impact of current developments in the care of people with diabetes.
MLO5	5	Explore the concept of empowerment in relation to diabetes care.

Module Content

Outline Syllabus	epidemiology aetiology pathophysiology paediatric diabetes adult and elderly diabetic clients and their families treatment regimes prevention of complications management of complications ethical issues pharmacology health belief systems health promotion/education monitoring dietary factors empowerment National Service Framework for Diabetes
Module Overview	This module will enable you to critically examine and apply knowledge and skills necessary to implement appropriate care for people with diabetes.
Additional Information	<p>This module allows students the opportunity to explore concepts of diabetes care. The reflective diary will be used for formative assessment.</p> <p>1. The programme learning outcomes and relevant subject benchmark statements are in line with the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland. The programme is aligned to the Level 6 descriptors for a Level 6 Higher Education Qualification.</p> <p>2. The programme involves classroom attendance, which is further supported by a range of learning support tools. This is a part time programme and students attend via direct face to face teaching and through a blended approach using the universities Virtual Learning Environment platform.</p> <p>3. The criteria for admission to the programme require that candidates are currently employed and practicing within their professional area. Ideally candidates will have a minimum of a Diploma in Higher Education associated with their professional role. Students completing a Bachelor of Science degree, within the university, that has this module noted within the programme specification, will have access to this subject.</p> <p>5. The students have access to a virtual learning environment and the University's other range of electronic support such as access to the electronic library facilities. The VLE site reflects contemporary reading lists and links to journal articles, which continue to be updated. The virtual learning environment offers access to learning in other support areas, such as critical writing and referencing and library support. The students also have access to the programme leader through phone contact, emails and face to face meetings if this is viable. Further support available to all students can be found within the virtual learning environment and in the wider university website.</p> <p>6. The programme is assessed and offered in line with the Academic Framework https://www.ljmu.ac.uk/academic-registry/staff/quality-and-standards/frameworks-and-regulations</p> <p>7. Attendance is required throughout the module. Attendance includes either direct face to face contact or engagement within the associated learning material which will be available through the virtual learning environment.</p> <p>9. The methods for improving the quality and standards of learning are as follows:</p> <ul style="list-style-type: none"> • Continual Monitoring Engagement • Student Liaison and feedback • On-going liaison with the External Examiner • Reports to and from the External Examiner • Programme team ensuring that the content reflects the values of the current teaching and learning strategy • Programme leader updating knowledge and skills to ensure these remain current and relevant • Continual review of the virtual learning environment <p>10. A specific External Examiner is identified for the programme. They will also review work submitted by students from any of the degree options.</p> <p>11. The intake periods for the programme can be found on the website or linked to the associated degree that the student is engaged with.</p> <p>12. The final award for the stand alone Continuing Professional Development – Professional Studies in the Care of People with Diabetes, 20 credits at Level 6.</p> <p>13. The programme code is 32192.</p> <p>14. Reviewed 2020/2021</p>

Assessments

Assignment Category	Assessment Name	Weight	Exam/Test Length (hours)	Module Learning Outcome Mapping
Portfolio	Essay	100	0	MLO1, MLO2, MLO3, MLO4, MLO5

Module Contacts

Module Leader

Contact Name	Applies to all offerings	Offerings
Heather Kirby	Yes	N/A

Partner Module Team

Contact Name	Applies to all offerings	Offerings
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