

## Liverpool John Moores University

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Title: Diabetes: Enabling Healthcare Professionals to Enhance Healthcare Provision in Practice  
Status: Definitive  
Code: **7007HMAADV** (120432)  
Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Health

Team	Leader
Petrina Glassbrook	Y

**Academic Level:** FHEQ7  
**Credit Value:** 30  
**Total Delivered Hours:** 34  
**Total Learning Hours:** 300  
**Private Study:** 266

### Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	34

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	ASS1		80	
Presentation	ASS1		20	

Competency	Practice

### Aims

*The aim of this module is to develop a deeper understanding of diabetes and related health problems, to think creatively to identify innovations in care delivery and how these*

*can be adapted and applied to the service planning and delivery within the students own organisation.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Interpret how altered physiology creates the clinical features of diabetes and associated complications.
- 2 Critically evaluate the impact of the disease process on the life experiences of people with diabetes and how the concept of empowerment may affect this.
- 3 Critically examine the provision and effectiveness of diabetes care, relating to the patient and their family.
- 4 Establish the current research priorities, future research, current developments and the role of evaluation in diabetes care.
- 5 Synthesise the current national and international policies and guidelines for diabetes and the potential resource implications

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

4000 WORDS	1	2	3	4	5
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15 Minutes	1	2	3	4	5
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Practice

## **Outline Syllabus**

*Epidemiology*

*Aetiology*

*Anatomy, physiology, pathophysiology*

*Adults and elderly people with diabetes and their families*

*Paediatric diabetes*

*Management and treatment regimes*

*Prevention of complications*

*Management of complications*

*Ethical issues*

*Pharmacology*

*Health belief systems*

*Health promotion/education*

*Monitoring*

*Dietary factors*

*Empowerment*

*Current national and international guidelines and policies*

## **Learning Activities**

Lectures/discussion.  
Workshops/seminars.  
Directed study.

## Notes

This module consists two assessment components:  
4,000 word Assignment - 80% of marks  
15 minute presentation- 20% of marks

The module 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 module is aligned to the Level 7 descriptors for a Level 7 Higher Education Qualification.

The module is delivered over one semester.

The criteria for admission to the module is that candidates are currently working as a registered professional in a relevant area of practice. Ideally candidates will have studied at degree (level 6) however if this is not the case the applicants skills and professional experience will be discussed to allow the module leader to assess capability to study at level 7

The final award is a Continuing Professional Development – Diabetes-enabling healthcare professionals to enhance provision in practice.

The students have access to Blackboard and the University's other range of electronic support such as access to the electronic library facilities. The students also have access to the module leader through phone contact, emails and face to face meetings. A module guide is also provided which guides students to the wider range of support available.

The programme is assessed and run in line with the Academic Framework 2014-15  
<http://www.ljmu.ac.uk/eaqs/121984.htm>

Attendance is required throughout the module and will be monitored as required by HENW.

Module written in 2014

The methods for improving the quality and standards of learning are as follows:

- Annual monitoring Review
- Feedback from the students and Boards of Study
- Reports from External Examiner
- Ensuring the module reflects the values of the current teaching and learning strategy

This is a stand-alone CPD. An appropriately qualified external examiner will be selected from the team for the MSc Advanced Practice.