

Programme Specification

Title of programme: MSc Diabetes Best Practice 2017-18

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of study	Full-time / Part-time
Duration in years	1 Year following standard progression for a full-time student Up to 5 years for a part-time student
Accreditation details	
Final award	Master of Science
Name of award	Diabetes Best Practice
Interim Exit awards	Postgraduate Certificate Postgraduate Diploma
FHEQ level of final award	Level 7
UCAS code	n/a
QAA Subject Benchmark or other external reference	FHEQ level 7, Diabetes Best Practice Tariff, International Diabetes Federation, World Health Organisation, Royal College of Paediatrics and Child Health and Royal College of General Practitioners
Programme Lead	Dr Nicola Englyst
Date specification was written	15/01/2015
Date Programme was validated	15/04/2015
Date specification was last updated	23/03/2017

Programme Overview

Brief outline of the programme

The programme covers pathophysiology, epidemiology and aetiology, management of diabetes in adults and separately in the young (ages 0-25 years), psychosocial aspects of diabetes through the ages, nutrition, insulin/medicines management, work-based learning, and research skills. This provides a broad training in a wide range of skills required to understand and manage people with diabetes to help them achieve optimal self-management and psychological well-being. This programme is delivered mainly in the Faculty of Medicine, with some modules proposed to be delivered in the Faculty of Health Sciences.

It is designed to help healthcare professionals including GPs, hospital-based doctors, specialist nurses, practice nurses, dieticians, podiatrists, psychologists and other professionals in many healthcare sectors to gain a greater understanding of the complexities of living with diabetes and how best to support optimal self-management by being able to translate this knowledge into their everyday practice. This postgraduate education programme will provide you with effective education and training in the diagnosis, treatment, psychology and management of diabetes. It will enable you to support adults and young people with diabetes more effectively. Through the knowledge and understanding you will gain with us, you will be able to develop and improve your health care provision, through your ability to cascade education to your colleagues, and adult and paediatric patients and their families. The programme provides opportunities for you to develop and demonstrate scientific understanding, clinical knowledge, professional and educational skills, and critical thinking qualities.

Special Features of the programme

The programme is constructed to give an overview of best practice in diabetes care. It provides the options to specialise in areas highlighted as specially lacking in current diabetes care (Psychosocial, Paediatrics, and Nutrition). It also provides an opportunity to carry out research in the diabetes field, providing unique insights in depth in a topic of your choice. Students will be taught by internationally renowned experts in their field, including clinicians and research-active staff.

Learning and teaching

A variety of learning and teaching methods will be adopted to promote the development of a wide range of skills. Adult learning methods will be used throughout and an emphasis placed upon interactive learning, including seminars, group work, tutorials, practical demonstrations and discussions surrounding interpretation of data and clinical scenarios to reinforce learning. These methods are designed to integrate theory and practice, to foster a spirit of enquiry, promote collaborative learning and meet a range of learner needs and styles.

Specialist lecturers from a range of academic and health care professional backgrounds will ensure a breadth and depth of perspective is offered, giving a good balance between background theories, principles and practical management advice. Students will be encouraged to use our guided e-learning packages with self-assessment available as an online package for students to take advantage of in their own time. Key transferable skills are encouraged via the learning and teaching activities throughout the programme. The Faculty is committed to supporting you to enable you to fulfil your academic and personal potential. We will work with you to facilitate your learning, within a multi-cultural context underpinned with mutual respect.

Assessment

Your knowledge and understanding will be tested through a combination of formative and summative assessments according to the assessment guidelines within the module profile. The assessment methods are designed to help you integrate theory and practice, maximise your skills of critical thinking and analysis, and develop your understanding of diabetes. Study is assessed by written assignments, oral presentations, and interdisciplinary group work. The dissertation has two routes; Traditional Research or Professional Project. The assessment methods enable you to demonstrate achievement of the programme learning outcomes as you progress through each module on your pathway.

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration, however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's programme validation process which is described in the University's Quality Handbook.

Educational Aims of the Programme

The aims of the programme are to:

- Enhance your educational and professional expertise in all core areas of diabetes, having developed appropriate knowledge, understanding and professional skills to improve your practice.
- Develop your ability to integrate research evidence into all aspects of decision-making and to apply knowledge, analytical and critical thinking skills to make sound judgements about data applicable to the care of people with diabetes.
- Enable you to demonstrate leadership in clinical diabetes and diabetes-related issues
- Evaluate the psychological impact of living with diabetes so that through empathy, the diagnosis, management, self-management and psychological well-being can be improved.
- Develop your approach to solving problems, building on a logical and hierarchical approach that enables you to justify personal and professional decisions through critical evaluation and synthesis of relevant theories, empirical evidence and experience to best optimise professional practice.
- Develop strategies for your continuing professional development and lifelong learning in relevant aspects of diabetes.
- Apply an evidence-based approach to critically evaluate the current literature, and develop the skills needed to successfully complete a dissertation project.

Programme Learning Outcomes

Provide opportunities for you to develop and demonstrate your knowledge and understanding, skills and other attributes in the following areas:

Knowledge and Understanding

Having successfully completed this programme you will be able to demonstrate knowledge and understanding, and will be able to:

1. Comprehend and explain the complex mechanisms involved in diabetes and its management.
2. Integrate your understanding of the biomedical and psychosocial aspects of diabetes into your approach for diagnosing and treating people with diabetes.
3. Apply your knowledge and understanding to optimize the methods you use for the diagnosis, treatment and management of diabetes including calculating basal and bolus dosing of insulin using insulin to carbohydrate ratios, sick day rules, cognitive development, different learning styles and acquisition of necessary skills for diabetes self-management, psychosocial aspects of diabetes for people with diabetes and their families, adapting to life with a chronic condition, prejudice and stigma associated with diabetes and approaches to the management of maladaptive responses.
4. Demonstrate a comprehensive understanding of research methodologies or methods of enquiry that are appropriate for investigating the processes of diabetes management and supporting self-management.
5. Apply new research findings to improving the management of people with diabetes.
6. Understand how to translate your knowledge of diabetes into improving your professional practice.

Teaching and Learning Methods

To help you develop your knowledge and understanding of diabetes you will be exposed to a variety of methods of teaching and learning.

- The understanding of the processes involved in diabetes including history taking, diagnosis, management of a patient and building diabetes teams, is acquired through lectures, group work, peer teaching, guided e-learning, problem-solving approaches and coursework.
- Skills in diagnostic testing, and use of medical devices appropriate to diabetes are learned through a combination of small group tutorials and practical sessions where you can actively undertake the testing procedures e.g. self-monitoring of blood glucose, insulin pumps and continuous blood glucose monitors.
- Knowledge of the most up-to-date treatments and how to use them in the management of diabetes is acquired through a combination of lectures and attendance at recognised diabetes clinics to observe approved diagnostic and management protocols in action.
- Innovative and relevant materials to aid self-directed learning on the application of acquired knowledge are also provided through guided e-learning materials. Additional support is provided by direct access to tutors.
- Understanding research methods and applying them to the discipline of diabetes is taught through interactive tutorials and group work, observation of research teams, integration of research with established protocols during lectures, by planning a research project (during the taught part of the programme) and through personal supervision and performing a dissertation project (Research or Professional Project).

Assessment methods

Your knowledge and understanding will be tested through a combination of formative and summative assessments that may include essays and other written assignments, multiple choice questions, practical work, questions and answers and oral presentations.

Subject Specific Intellectual and Research Skills

Having successfully completed this programme you will be able to demonstrate the following cognitive skills:

1. Reason critically, select and utilise appropriate information sources
2. Develop new ideas using scientific and clinical concepts.
3. Conceptualise and frame complex problems systematically, at times in the absence of complete information or data.
4. Critically appraise, summarise, evaluate and apply scientific and clinical evidence to the development of new ideas.
5. Demonstrate self-direction and originality in tackling and solving problems in the field of diabetes.

Teaching and Learning Methods

To help you develop your subject-specific intellectual and research skills you will be exposed to a variety of methods of teaching and learning. Seminars, tutorials, discussions and problem-solving approaches will be used in addition to formal lectures. Each module involves discussion of key issues; practice in applying concepts, both orally and in writing, including analysis and interpretation of material and feedback on work produced.

Assessment methods

Each of the range of assessment methods employed emphasize the requirement for you to demonstrate your subject specific and research skills through the production of coherent written and oral responses either to problems or set tasks. In common with all students in the Faculty you will produce several written assignments and a dissertation during your studies which will employ each of the listed skills.

Transferable and Generic Skills

Having successfully completed this programme you will be able to demonstrate the following transferable skills:

1. Compose and communicate ideas effectively, both orally and in writing.
2. Construct effective working relationships with peers, experts, patients and their families.
3. Organise and integrate your own learning with existing commitments, and produce work to deadlines.
4. Develop self-directed learning skills that are essential for the taught component of the course which is completed largely at a distance.
5. Find relevant information using information technology.
6. Evaluate the relevance and importance of the emerging ideas and concepts.
7. Propose and justify the decisions you make in complex and unpredictable situations.
8. Solve problems in clinical investigation and related activities.
9. Design studies and analyse data.
10. Display initiative and personal responsibility.

Teaching and Learning Methods

To help you develop your general skills you will be exposed to a range of teaching and learning methods that enhance both written and oral presentation skills, and that give you the opportunity to develop your transferable skills.

Assessment methods

Your general skills will be assessed throughout the programme.

Programme Structure

The programme can be tailored to best meet your career aspirations, and lets you plan your specific programme route at the start of your studies with us. Our part time course provides flexibility to cater for the needs of a diverse range of students, enabling you to study alongside your other commitments. This modular postgraduate programme is normally suited to 12 months full-time or 2 to 5 years of part-time study, leading to 90 ECTS (European Credit Transfer System) (180 CATS credits) at HE7 level. This award is classified (pass, merit, distinction).

We also accommodate students on our "step on, step off" programme allowing you to start the MSc programme and complete the full MSc, with the option to exit with a Postgraduate Certificate in Diabetes Best Practice, or a Postgraduate Diploma. Students may also register for standalone assessed modules and if successful will be awarded ECTS, or take the modules as non-assessed CPD courses and receive a transcript of attendance where appropriate.

Core modules: Our Core module, the Foundations of Diabetes, gives a comprehensive overview of the mechanisms and management of diabetes. It provides basic science and clinical knowledge along with study skills, providing you with the underpinning for the rest of your postgraduate studies. All MSc students will also receive training in research skills and statistics in preparation for their dissertation in the form of our core module, Clinical Research Skills. The Dissertation is undertaken for the MSc itself and can be traditional research or a Professional Project. The dissertation project runs for the part-time equivalent of 14 weeks full time. This can normally only begin once the Foundations of Diabetes and the Research Skills modules have been successfully completed and after successful completion of the taught component.

Optional modules: In addition we offer a range of 7 optional modules for students to tailor the course to their needs. Our optional modules are: (1) Diabetes in the young; (2) Psychosocial aspects of diabetes through the ages; (3) Assessment of Nutritional Status; (4) Modern Management of Diabetes, Nutrition and Pharmacology (MODNAP); (5) Management of diabetes in primary and secondary care (adult module); (6) Work based learning in Diabetes; and (7) Teaching the Teachers to Teach. This allows students to choose modules that suit their own needs, and provides an opportunity to gain important skills for meeting the Diabetes Best Practice Tariff (www.diabetes.org.uk).

In addition to the diabetes modules offered on this programme, students are also able to take a module worth up to 10 ECTS from around the University. Options include modules such as Amputation Rehabilitation and Prosthetic Use HLTH6160, Leadership in Health and Social Care NQCG3114, Self-Leadership HLTH6076, Prescribing Skills (variety of modules available), Developing Public Health Practice MEDI6070, and Demographic Change, Ageing and Globalisation GERO6019, and Public Health, Law and Ethics LAWS6127. All of these modules align with current leading bodies who provide ongoing guidance relating to benchmark diabetes care, such as the World Health Organisation, the International Diabetes Federation, the Royal College of Paediatric and Child Health, and the Royal College of General Practitioners.

A range of course study materials for all of our modules are available to students via our virtual learning environment, Blackboard (www.blackboard.soton.ac.uk). This will allow you to continue your investigation in your own home and/or work environments when producing your course work. We pride ourselves on having helpful and approachable teaching and support staff and encourage students to contact us whenever support or guidance is needed.

This course varies from the standard University semester and term dates published in the [Calendar](#).

Programme structure table:

Programme details

Award	Minimum overall credit in ECTS	Core Modules	Optional modules
Master of Science Diabetes Best Practice	at least 90	Foundations of diabetes (10 ECTS) Clinical Research Skills (10 ECTS) Dissertation (30 ECTS)	40 ECTS from the following: Diabetes in the young (10 ECTS) Psychosocial aspects of diabetes through the ages (10 ECTS) Assessment of Nutritional Status (10 ECTS) Modern Management of Diabetes, Nutrition and Pharmacology (MODNAP) (10 ECTS) Management of diabetes in primary and secondary care (adult module) (10 ECTS) Work based learning in Diabetes (10 ECTS) Teaching the Teachers to Teach (10 ECTS) Option of Level 7 module of student's choice with agreement of Programme Leader (10 ECTS)

This is a modular postgraduate programme that may be taken on a full-time basis normally over 12 months or on a part-time basis up to a maximum of 60 months, leading to 90 ECTS (European Credit Transfer System) (180 CATS credits) at HE7 level. This length of time for the part time course will allow students to study alongside their other commitments. Of the taught component (60 ECTS), 50 ECTS must be taken from the MSc Diabetes Best Practice programme modules offered, with an option of 10 ECTS at level 7 from modules available across the University that can be chosen by the student with prior agreement by the Programme Leader. Normally each student will attend the University for the teaching blocks of 4-6 days per 10 ECTS module. Work Based Learning is a virtual module, not requiring attendance. The dissertation project runs for 14 weeks full time, or part time over 10 months. This can only begin once the pre-requisite modules Foundations of Diabetes and Clinical

Research Skills have been successfully completed and normally after successful completion of the taught component.

All modules once selected are core. All the taught modules are worth 10 ECTS and the Dissertation module is worth 30 ECTS. Each 10 ECTS module represents 250 hours of student learning and endeavour, with teaching where appropriate (including seminars, class presentations and class practical sessions). Teaching and assessments may occur outside University term time.

This award is classified (pass, merit, distinction).

The structure of programmes are as per the University General Regulations found in Section IV of the University Calendar and the programme specifications. Information about pre and co-requisites is included in individual module profiles.

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. Costs that students registered for this programme typically also have to pay for are included in Appendix 2.

Progression Requirements

The programme follows the University's regulations for [Progression, Determination and Classification of Results: Standalone Masters Programmes](#) as set out in the University Calendar.

Intermediate exit points

Award	Minimum overall credit in ECTS	Core Modules	Optional modules
Postgraduate Certificate Diabetes Best Practice	at least 30	Foundations of diabetes (10 ECTS)	20 ECTS from the following: Diabetes in the young (10 ECTS) Psychosocial aspects of diabetes through the ages (10 ECTS) Modern Management of Diabetes, Nutrition and Pharmacology (MODNAP) (10 ECTS) Management of diabetes in primary and secondary care (adult module) (10 ECTS) Work based learning in diabetes (10 ECTS)
Postgraduate Diploma Diabetes Best Practice (Classified)	at least 60	Foundations of diabetes (10 ECTS)	50 ECTS from the following modules: Diabetes in the young (10 ECTS) Psychosocial aspects of diabetes through the ages (10 ECTS) Assessment of Nutritional Status (10 ECTS) Modern Management of Diabetes, Nutrition and Pharmacology (MODNAP) (10 ECTS) Management of diabetes in primary and secondary care (adult module) (10 ECTS) Work based learning in Diabetes (10 ECTS) Teaching the Teachers to Teach (10 ECTS) Clinical research skills (10 ECTS)

			Option of Level 7 module of student's choice with agreement of Programme Leader (10 ECTS)
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You will be eligible for an interim exit award if you complete part of the programme but not all of it, as follows:

Qualification	Minimum overall credit in ECTS	Minimum ECTS required at level of award
Postgraduate Certificate	at least 30	30
Postgraduate Diploma	at least 60	60

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Student Services Centre
- Enabling Services offering assessment and support (including specialist IT support) facilities if you have a disability, dyslexia, mental health issue or specific learning difficulties
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career Destinations, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls (18.00-08.00)
- a Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- a welcome session for orientation and programme overview.
- student module guides and timetables.
- an introduction to the library and Information Technology (IT).
- extensive library and other learning resources and facilities within the Faculty and University.
- the Programme Leader.
- the Module Leaders who are academic members of staff, who will be responsible for overseeing your progress throughout the module.
- the MSc Diabetes Best Practice Senior Tutor for pastoral needs.
- the International Officer.

- in consultation with the Module Leader you will identify or will be allocated with a local supervisor and / or a University supervisor for your dissertation projects.
- academic staff and administrative staff.
- a personal academic tutor (PAT)
- a student representative

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme
- Acting as a student representative on various committees, e.g. Programme Board, Staff Student Liaison Committees, PGT Programmes Committee OR providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty
- Programme validation, normally every five years.
- External examiners, who produce an annual report
- Professional body accreditation
- The national Teaching Excellence Framework
- The national Research Excellence Framework (our research activity contributes directly to the quality of your learning experience)
- Institutional Review by the Quality Assurance Agency
- MSc Diabetes Best Practice Programme Board meetings
- Peer observation of teaching
- Ongoing review of subject/professional benchmarking standards
- Ongoing review of the development of diabetes services

Criteria for admission

Admissions requirements will be as stated in the University's General Regulations, the Programme Specifications and the University Prospectus. The normal requirement for entry to all programmes is a good first degree (first or second class), or equivalent, in a relevant subject of an approved University or institution of higher education. The programme is also open to undergraduate medical students who wish to intercalate during their medical studies, who must have successfully completed at least three years of their medical degree and achieved 60% or above in all their Year 3 assessments.

The University Admissions policy can be found at www.calendar.soton.ac.uk/sectionIV/admissions.html.

Qualification	Grade	Subjects requirements	Specific requirements
Bachelor's degree	2ii (lower second class) minimum	Health or health related field	None

Mature applicants

If you do not have a good first degree (lower second class) you may nonetheless be admitted to a programme. You will be expected to provide evidence that you are able to study at HE7 and satisfy the Programme Leader that you are competent to pursue the course of study proposed. Evidence of the ability to study at HE7 will normally be in the form of (i) a relevant professional qualification at a suitable level, (ii) several years relevant post-

qualifying professional experience, at least some of which must be at a responsible level, or (iii) completion of at least three years of an undergraduate medical degree.

Recognition of Prior Learning (RPL)

The acceptance of such credit towards the award of a qualification will be decided by the Board of Examiners in accordance with the University of Southampton [Recognition of Prior Learning Policy](#). No application for RPL may be made towards the dissertation.

English Language Proficiency

Candidates whose first language is not English are required to fulfil one of the options below:

- to reach a satisfactory standard in an approved test in English. The International English Language Testing System (IELTS) requirement is 7.0 overall with each component at 6.0 or higher. Other Secure English Language Tests (SELT) may be accepted as identified on the university [website](#)
- to offer a first degree from a UK university, or a University which teaches and assesses in English. This must have been within the last two years
- to come from a country which appears on the list of those exempt from testing.

An original English language certificate is required as evidence in all cases except where online verification is available; ie: IELTS results.

Overall	Reading	Writing	Speaking	Listening
7.0	5.5	5.5	5.5	5.5

Selection criteria
As part of the application process, candidates are asked to write a personal statement to explain their motivation for wishing to take the course and to indicate their future career plans. Academic references will also be taken up.

Career Opportunities

This postgraduate programme is designed to help you treat your patients better; we provide health care professionals with effective education and training in the mechanisms, diagnosis, treatment and management of diabetes. Our course will enable you to manage both adults and children with diabetes more effectively.

Through the knowledge and understanding you will gain with us, you will also be able to develop and improve your health care provision, through your ability to cascade education to your colleagues, and adult and paediatric patients and their families.

External Examiners(s) for the programme

Name: Dr Anne Philips

Institution: University of York

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their personal tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook (or other appropriate guide) or online at (give URL).

Action	Version	Outcome	Date
Update and submit to MSc Diabetes Best Practice Programme Board	2.1		23/03/2017
Submit to PGT Programmes Committee	2.1	Approved	06/04/2017
Submit to Faculty Programmes Committee	2.1	Approved	26/04/2017

Appendix 1:

Learning outcomes and Assessment Mapping document for MSc Diabetes Best Practice

MSc Diabetes Best Practice	Knowledge and Understanding						Subject Specific Intellectual Skills						Transferable/Key Skills								
Module Title and Module code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Foundations of diabetes	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Clinical Research Skills				•			•		•	•	•	•	•			•			•	•	•
Dissertation				•	•	•	•	•	•	•	•	•	•			•	•		•	•	•
Diabetes in the young	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Psychosocial	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Assessment nutritional status	•	•					•	•			•	•		•		•	•	•	•	•	•
Modern management of diabetes, nutrition and pharmacology	•	•	•			•	•		•			•	•	•	•	•	•	•		•	•
Management of diabetes (adult)	•	•	•			•	•	•			•	•		•	•	•	•	•	•	•	•
Work based learning		•	•		•	•	•	•		•	•	•		•		•	•	•	•	•	•
Teaching the teachers to teach					•	•	•	•					•	•		•					

Module Title and code	Coursework 1	Coursework 2	Coursework 3	Coursework 4
Foundations of diabetes	Individual oral presentation 40%	Individual reflection 10%	Individual assignment 50%	Group presentation 0% formative

Clinical Research Skills	Online examination 30%	Data management, analysis and reporting 30%	Research proposal 40%	
Dissertation	Dissertation proposal 0% formative	Half way report 0% formative	Synopsis 0% formative	Final report 100% Reflection 0%
Diabetes in the young	Written assignment 60%	Case report 40%		
Psychosocial	Written assignment 60%	Case report 40%		
Assessment nutritional status	Group oral presentation (40%)	Individual written (60%)	Competency assessment x3 Pass/fail	
Modern management of diabetes, nutrition and pharmacology	Case study 50%	Case study 50%		
Management of diabetes (adult)	Clinical Audit 70%	Abstract and presentation 30%	MCQ 0% formative	
Work based learning	Task and reflection 50%	Case reports 50%		
Teaching the Teachers to Teach	Individual teaching reflection 30%	Individual conference presentation (70%)		

Appendix 2:

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme typically also have to pay for: [insert relevant bullet points from the following list]:

- Books and Stationery Equipment (such as Lab equipment, Field Equipment, Art equipment, Recording Equipment, stethoscopes, fob watch, Excavation equipment, Approved Calculators)
- Materials (such as laboratory materials, textbooks, drawing paper, fabric, thread, computer disks, Sheet Music)
- Software Licenses
- Clothing (such as Protective Clothing, Lab Coats, specific shoes and trousers)
- Printing and Photocopying Costs (such as Printing coursework for submission, Printing and binding dissertations or theses, Academic Poster (A1) printing).
- Typing Costs
- Field Trips (including accommodation costs for the field trips)
- Work Experience and Placements (including accommodation costs near the placement, additional insurance costs)
- Travel Costs for placements, field trips and to and from the University and various campus locations (including travel insurance).
- Paying for immunisation and vaccination costs before being allowed to attend placements.
- Obtaining Disclosure and Barring Certificates or Clearance Subsistence Costs
- Paying for a Music accompanist
- Translation of birth certificates (for programmes abroad)
- Conference expenses
- Professional exams
- Parking costs (including on placements at hospitals)
- Replacing lost student ID cards
- Other activities (e.g. visiting specialist marine stations and other institutions)
- Costs of attending a graduation ceremony (e.g. hiring a gown for graduation).

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.