Queen Margaret University
EDINBURGH

Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement **(BS)**

1	**Awarding Institution**	Queen Margaret University
2	**Teaching Institution**	Queen Margaret University
3	**Professional body accreditation**	None
4	**Final Award**	Master of Science in Diabetes
	Subsidiary exit awards	Post-graduate Certificate Post-graduate Diploma in Diabetes
5	**Programme Title**	MSc Diabetes
6	**UCAS code** (or other coding system if relevant)	N/A
7	**SCQF Level**	11
8	**Mode of delivery and duration**	Distance eLearning Full-time – 1 year Part-time – 3 years Maximum normally 7 years
9	**Date of validation/review**	22/4/2015

10. Educational Aims of the programme

The **general aims** of the programme are to provide flexible programmes of learning which will enable practitioners to expand intellectual knowledge and skills suitable for the development and advancement of professional practice.

The **specific aims** of the programme are to produce postgraduate clinicians who can:

- Disseminate and update knowledge of, and the scientific principles relevant to diabetes care-related issues within the context of changing health systems and services;
- Encourage the progression of health professionals in the field of diabetes care;
- Encourage the development of evidence-based practice in diabetes healthcare;
- Raise awareness of the targets set by the St. Vincent's declaration (1989) and WHO, NICE, and SIGN Guidelines with regard to the prevention and reduction of the complications of diabetes.
- Develop a critical, evaluative approach to current research related to the aetiology, altered physiology, metabolism, nutrition, psychological and social issues, clinical features and long-term complications of diabetes and to apply this to practice.
- Demonstrate independent research competence with supervision.

11. Benchmark statements/professional and statutory body requirements covered by the programme

Not Applicable.

12. Learning Outcomes of the Programme

On successful completion of the programme, graduates will be expected to meet a number of learning outcomes as listed below.

Graduates will be able to demonstrate:

Knowledge and Understanding and Intellectual Skills

- Demonstrate an in-depth knowledge and understanding of insulin physiology/ biochemistry, pharmacokinetics and pharmacodynamics, and mechanisms of action of the oral antidiabetic agents and insulin therapies
- Demonstrate an in-depth knowledge and understanding of the pathology associated with the development of diabetes
- Critically evaluate the basic principles of type 1 and type 2 diabetes and their management
- Critically evaluate the application of knowledge and evidence base in relation to the complications of diabetes in the visual, renal, vascular, neurological and dermatological systems
- Demonstrate extensive and detailed knowledge of the history of the clinical management of diabetes mellitus and its complications, and of current management strategies
- Detail and critically evaluate the existing multidisciplinary management of a range of subtypes of diabetes mellitus and its complications
- Demonstrate a critical awareness of resource led management and coproduction management strategies in diabetes mellitus and its complications
- Articulate the philosophical bases of quantitative and qualitative research;
- critically analyse the characteristics of different methodological approaches and methods of research;
- Justify the selection of appropriate data analysis methods in order to fulfil the student's research aims.

Transferable Skills

- Critically review the current management pathways in diabetes care services
- Critically appraise current research, guidelines and policy relating to emergent physical and psychosocial diabetes management strategies and modalities
- Demonstrate competent IT, bibliographic skills and utilisation of web resources.
- Evaluate the applicability of different research methods within their own clinical area;
- Critically appraise available literature in order to justify a research question relating to the student's own clinical practice;
- Formulate a feasible small scale study or systematic literature review relating to the students own clinical practice, which utilises a research methodology appropriate for the question.

Full details of individual module aims can be found in the module descriptors in appendix 1 and 2 of the validation document.

13. Teaching and learning methods and strategies

A variety of learning and teaching approaches are ultilised within this programme which are tailored to the level of study (i.e. SCQF level 11), the content of the modules and associated learning outcomes, and the student group undertaking the module.

Students will be supported and facilitated through the use of QMU's virtual learning environment (VLE), the hub and e-mails. Approaches adopted will depend upon the modules chosen (delivered online via the HUB), but could include online keynote lectures, discussions, quizzes, directed reading (using links to online resources) and self-directed study.

The aim of this masters level programme is to ensure that learning is student centred and student led wherever possible, and keynote lectures and online tasks providing the platform for debate and discussion.

14. Assessment strategies

Assessments within modules will be varied allowing learners to develop a broad range of skills for assessment. Assessments are varied and Masters level appropriate, and will involve writing research proposals, writing critical appraisals, and PowerPoint presentations.

Formative assessment will be used to enhance students learning through processes that will support self assessment, feedback from tutors, critical appraisal and writing skill development as well as peer review from fellow learners.

Summative assessment will take a number of formats across the modules encouraging the development and mastery of a range of writing skills in critical appraisal, systematic review, and research proposal writing. Summative assessment will also include individual presentations which will encourage peer evaluation as well as tutor evaluation (described in Appendix 1 and 2 in the module descriptors).

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

Students can obtain the MSc Diabetes award through the distance e-learning route of study. To be awarded the MSc Diabetes, students must complete 180 M level credits. Students will not be allowed to progress to the Research Project module until they have completed 120 M level credits. Students will be required to study the compulsory modules, Research Methods, 30 credits; Diabetes: Pathology, Physiology and Complications, 30 credits; Management of Diabetes and its Complications, 30 credits; and the Research Project, 60 credits. The remaining 30 credits can be gained from a choice of modules delivered through distance e-learning. These modules are Tissues Viability, Developing Professional Practice-Work Based Learning, Digital Literacies and Epidemiology. These modules will be delivered through the use of electronic media and students will be supported through a range of electronic resources available at QMU such as the Virtual Learning environment HUB, email and Skype. There are also two entry points to the programme, one at the start of each semester.

Module Choices

MSc Diabetes Modules **Delivered by distance e-learning**	Credit rating
Research Methods (**Compulsory**) (Distance e-learning)	30 M level credits
Diabetes: Pathology, Physiology and Complications **Compulsory**) (Distance e-learning)	30 M level credits
Management of Diabetes and its complications **Compulsory**) (Distance e-learning)	30 M level credits
Tissue Viability **(Elective)** (Distance e-learning)	30 M level credits
Developing Professional Practice Work Based	15 M level credits

Learning **(Elective)** (Distance e-learning) Student chooses study topic in agreement with supervisor/mentor.	30 M level credits
Digital Literacies **(Elective)** (Distance e-learning)	15 M level credits
Epidemiology **(Elective)** (Distance e-learning)	15 M level credits
School of Health Science Research Project (**Compulsory**) Distance e-learning	60 M level credits

Customising Learning Content

Students will be able to bring their own area of interest to their Master's study which will provide the opportunity for students to develop and investigate topics relevant to diabetes. Students seeking to customise their Master's learning to an area of specific interest can do so by studying the Developing Professional Practice Work Based Learning module, Epidemiology module and/or the Research Project. Students can also select a topic for the Research Methods assignment.

16. Criteria for admission

Requirements for entry normally include a medical degree or a degree in an Allied Health Profession with registration to practice as a health professional within their own country of employment (e.g. medical doctor, nurse, podiatrist, dietician, pharmacist, etc.). Applicants will be required to meet the regulation for admission within Queen Margaret University's Taught Postgraduate Framework.

http://www.qmu.ac.uk/quality/documents/Taught_Postgraduate_Framework.pdf

1. Normal entry qualification will be a UK Honours degree or equivalent

or

2. Alternative qualifications and appropriate relevant professional qualifications may be considered for entry to the programme.

English Language Requirements

Applicants whose first language is not English will be considered for entry to the MSc Diabetes programme in accordance with the Taught Postgraduate Framework which states that:
"Applicants whose first language is not English must provide evidence of proficiency in English language. Acceptable evidence is:

- An overall IELTS score of 6, with individual component scores of at least 5.5 in listening and reading and a minimum of 5.0 in written English in the Academic test. Applicants failing one increment (0.5 in listening and reading, 1.0 in writing) below the stated entry standard may be admitted on condition of attending a pre-sessional English course.
- A score of 237 in the computer-based TOEFL exam or 580 in the paper-based exam.

Where an applicant has studied a degree in the medium of English, in a country whose official language is not English, official evidence may be acceptable as proof of English proficiency. "

17. Support for students and their learning

Personal Academic Tutors (PATs) are central in maintaining students support and self directed learning within QMU. For the purpose of the MSc programmes, each student enrolling on the MSc Diabetes will be assigned a PAT who will be appointed from the subject area of Podiatry. Communication between learners and tutors may be achieved through a number of channels, general announcements and general discussion will be through the discussion forum in VLE, individual consultation by telephone or by email. The PAT's role will

be in accordance with QMU's "A Guide for Personal Academic Tutors". Student may also access the university's student services.

Library Support

All matriculated students at QMU will have access to QMU's Learning Resources Centre facilities which are available online. All matriculated students will have access to electronic books and journals through Shibboleth and will have the opportunity to access other university libraries through QMU's library agreement scheme. Students on the MSc Diabetes programme will have the support of a subject librarian or, in the event of the subject librarian being unavailable, support will be provided by the Academic Liaison Service Manager.

All matriculated students will have access to the support website provided by the Learning Resource Centre at QMU.

http://www.qmu.ac.uk/lb/IFDL_Home.htm

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: http://www.qmu.ac.uk/quality/