**UNIVERSITY OF HERTFORDSHIRE**

**Definitive Module Document**

|  |  |  |
| --- | --- | --- |
| **1. MODULE CODE: 7FHH2067** | **Academic Session: 2025** | **Version: 1** |
| **2. LONG TITLE:** | **Diabetes: Improving Glycaemic Control** | |
| **3. SCHOOL/DEPARTMENT:** | **Allied Health Professions, Midwifery and Social Work** | |
| **4. CREDITS:** | **30** | |
| **5. DATE FIRST OFFERED:** | **19/01/2026** | |
| **6. LEVEL:** | **7** | |
| **7. LOCATION:** | **Education for Health - Wellesbourne, Warwickshire** | |

**8. Module Aim(s):**

|  |
| --- |
| The aims of this module are to enable students to critically evaluate the body of evidence for the management of diabetes with specific reference to improving glycaemic control. This module aims to further students’ understanding of the factors that can impact achieving glycaemic control, grounding interventions in a person-centred approach to care. |

**9. Intended Learning Outcomes:**

**9a. Knowledge and Understanding:**

Successful students will typically:

|  |
| --- |
| 1. Critically evaluate the evidence for achieving optimum glycaemic control in diabetes within individualised targets and as recommended by national guidelines. |
| 2. Demonstrate an understanding of how the relationship between cardiovascular, renal, and metabolic diseases can impact achieving individualised glycaemic control. |
| 3. Click or tap here to enter text. |
| 4.Click or tap here to enter text. |
| 5.Click or tap here to enter text. |
| 6.Click or tap here to enter text. |
| 7.Click or tap here to enter text. |
| 8.Click or tap here to enter text. |

**9b. Intellectual, Practical and Transferable Skills:**

Successful students will typically:

|  |
| --- |
| 1. Develop an effective management plan for individualised glycaemic control, built on evidence-based recommendations. |
| 1. Demonstrate person-centred care while considering interventions to achieve glycaemic control, remaining cognisant of patient health beliefs and values. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |

**10. Modes of Delivery:**

The following represents the mode and associated learning activities.

**10a. Delivery Mode:**

|  |  |
| --- | --- |
|  | **Select Y/N** |
| Campus-based, blended (campus-based delivery plus any combination of the below) | **N** |
| Online | **Y** |
| Study Abroad | **N** |
| Placement/Work-Based Learning | **N** |

**10b. Delivery Activities:**

|  |  |
| --- | --- |
| ***Activity*** | ***Hours*** |
| 1. Scheduled campus-based activities in general teaching spaces (e.g. lectures, seminars, tutorials) | 0 |
| 2. Scheduled campus-based activities in specialist teaching spaces (e.g. practical classes, workshops, demonstrations) | 0 |
| 3. Scheduled online activities (online versions of 1 and 2, above) | 20 |
| 4. Scheduled hybrid activities (i.e. offered both on-campus and online, student choice) | 0 |
| 5. Scheduled external learning activities - fieldwork, external visits | 0 |
| 6. Supervised campus-based activities in specialist teaching spaces (e.g. studio activities) | 0 |
| 7. Directed independent study | 160 |
| 8. Self-directed independent study | 120 |
| 9. Placement, work-based learning | 0 |
| 10. Study Abroad | 0 |
| **TOTAL HOURS** | 300 |

**11. Module Content:**

**11a. Module Content:**

|  |
| --- |
| This module contributes to the development of knowledge and understanding of the evidence that should underpin clinical practice in diabetes with regard to glycaemic control. It encourages evidence-based analysis and synthesis, with the goal of enabling students to demonstrate individualised and person-centred approaches to managing glycaemic control in individuals. |

**11b. Further Details:**

|  |
| --- |
| This is a self-paced online module. Content is delivered through a combination of reading, videos, asynchronous discussions, and prompts for further research and investigation. Group tutorials provide opportunities for group discussion, peer-to-peer learning, and situation of the module content in a range of professional contexts. |

**12. Assessment:**

**12a. Assessment Type:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Select Y or N** | **Weighting** | | **Pass mark out of 100** |
| Coursework 1 (NB. Multiple coursework elements can be structured in Canvas) | Y | 50 | % | 50 |
| Coursework 2 (only where individual coursework elements must be passed, requires Director of AQA approval) | N | 0 | % | 0 |
| Coursework (P/F) | N |  | |  |
| Examination (administered by the Exams Office) | N | 0 | % | 0 |
| Tests (Canvas Quizzes, classroom-based tests, etc.) | N | 0 | % | 0 |
| Examination (P/F) | N |  | |  |
| Practical (laboratory assessments, OSCEs etc.) | Y | 50 | % | 50 |
| Practical (P/F) | N |  | |  |
| Attendance (P/F) | N |  | |  |

**12b. Compulsory Information and Further Details:**

|  |
| --- |
| The first assessment for this module is a 20-minute pre-recorded presentation that presents a thorough overview of the management strategies used to achieve effective glycaemic control, supported by evidence-based practice.  The second assessment is a 3,000-word description of the management strategy proposed for improving an individual patient’s glycaemic control. Students must be able to draw on experience of working with patients with clinical histories relevant to the focus of this module.  Both assessments must be passed in order to pass the module. |

**13. Pre and Co Requisites:**

**13a. Pre-Requisites:**

|  |
| --- |
| Not applicable |

**13b. Co Requisites:**

|  |
| --- |
| Not applicable |

**14. Programmes on which this module is offered:**

|  |
| --- |
| HSEHLTCMSC MSc Long-Term Conditions  HMEHLTCPGC PgCert Long-Term Conditions  HMEHDPPGC PgCert Diabetes Practice |

**15. Previous Module:**

|  |
| --- |
| 7FHH1195 Diabetes – Improving Glycaemic Control |

**16. Language of Delivery and Assessment:**

|  |
| --- |
| Language of Delivery - English  Language of Assessments - English |

**17. Further Information: (Keep below 2000 characters)**

|  |
| --- |
| Students should be working in, or have experience of, working in a healthcare context in an appropriate role/level to be able to fulfil the requirements of the assessment. |

**Approvals:**

**Associate Dean of School (AQA)**

By signing this box, I agree that I have approved the content of this Definitive Module Document.

Name: Click or tap here to enter text.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Click or tap to enter a date.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Nominee of SAS Manager**

By signing this box, I acknowledge the administrative content of this approved Definitive Module Document.

Name: Click or tap here to enter text.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Designation: Click or tap here to enter text.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Click or tap to enter a date.\_\_\_\_\_\_\_\_\_\_\_\_\_\_