*Note: 1 credit point = 10 hours of delegate effort*

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| **1. Course Title**:  *(80 characters max)* | Principles of Diabetes for Professional Practice | | | |
| **2. Credit Points** | 5  10  15  20  25  30 | | | |
| **3. School**: | HML | | | |
| **4. Aims:**  (*to be used for web entry by Marketing Executive)* | This course is aimed at healthcare professionals who participate in the assessment, management, and delivery of care for people with or at risk of developing diabetes. It aims to equip healthcare professionals with the knowledge and skills required to recognise patients at risk, and to prevent, recognise, and manage metabolic syndrome and diabetes, using current clinical guidelines. | | | |
| **5(a). Content:**  (*to be used for web entry by Marketing Executive)* | This course covers the epidemiology and pathophysiology of diabetes and microvascular and macrovascular complications in different patient populations. Students will learn about screening, diagnostic pathways, and initial assessments, as well as the current guidelines and evidence for pharmacological and non-pharmacological management strategies. The course is grounded in a person-centred approach to supporting patients with diabetes and their families and carers, and is set within the context of wider cultural and socio-economic factors that may affect patients' abilities to manage their condition. | | | |
| **5(b). Additional Content:**  (*refer to guidance notes)* | The course is delivered through self-paced online learning combined with group tutorials held synchronously online. The tutorials are delivered by a tutor who combines clinical expertise with teaching experience, and are designed to support students in understanding course content and relating it to the course assessments and learning outcomes.  Additional academic skills support is provided through optional online workshops delivered for all students completing short courses through Education for Health at Level 5.  Assessment for the course consists of two assignments. The first is the creation of a visual aid (e.g. patient information leaflet, quick reference guide for colleagues) accompanied by a reference list. This equates to 40% of the course grade and assesses learning outcomes 1 and 2 of knowledge and understanding. The second is a 2,000-word written response to problems/questions relating to a provided case study. This equates to 60% of the course grade and assesses learning outcome 3 of knowledge and understanding and 1 and 2 of skills and attributes. | | | |
| **6. Target Audience:**  *(for publication, please include pre-requisites)* | Registered healthcare professionals who participate in the assessment, management, and delivery of care for people with or at risk of developing diabetes. | | | |
| **7. Learning Outcomes**  *(The student will demonstrate the learning outcomes in an academic and/or work-based setting. The SEEC Level Descriptors should be used to help create learning outcomes appropriate to Level 5 in the context of the subject area concerned.)* | **Knowledge & Understanding - related learning outcome(s):**    1 Explain the pathophysiology of the development of diabetes and microvascular and macrovascular complications in different patient populations.  2 Outline the screening, diagnostic pathway, and initial assessment for those at high risk of developing diabetes.  3 Discuss the current guidelines and evidence for pharmacological and non-pharmacological strategies for management of those at risk of developing diabetes and those diagnosed with diabetes, and the prevention of complications.      **Skills & Attributes - related learning outcome(s):**    1Demonstrate a holistic person-centred approach to supporting patients diagnosed with diabetes and their families and carers to manage their condition effectively and reduce the risk of complications.  2Demonstrate an understanding of wider cultural and socio-economic factors that affect an individual’s ability to manage their condition effectively. | | | |
| **8. Learning & Teaching methods**: | Learning & Teaching methods will include: | | | |
| Classroom  Distance on line  Distance Package  Enquiry based learning  Group Work based learning  Individual Work based learning  Problem based learning |  | Simulation  Supervised based learning  Tutorial  Audiovisual Internet Protocol  Work-related learning  Workshop |  |

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| **9. Assessment**: | How will the assessment be marked: | | Pass/Fail  Percentage | |
| Submission will include:  Book Review  Case Study  Design/Development of a Product  Work based Project  Learning Log  Objective Structured Clinical Exam **(**OSCE**)**  Performance  Presentation  Project |  | Publication  Portfolio  Report  Test  Video Diary  Video Evidence of Practice  Written Paper  Other |  |

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| **10. Approval** | *I confirm that this short course descriptor has been externally approved, and that the School is able to resource the delivery and assessment of the short course:*  Signature DoS  or nominated HoD:Karen Beeton Date: 11.07.25  *I confirm that this short course descriptor has been completed correctly, that the aims, learning outcomes, academic content, level and credit-rating are appropriate, and that academic process has been followed:*  Signature ADoS(AQA):Stefanie Schmeer (nominee) Date: 29/07/2025  *I confirm that the organisation is able to resource the delivery and assessment of the short course:*  Signature Resource Manager:  **(Collaborative Partners only)**  Designation:       Date: |
| **11.** For use ONLY by Academic Registry | Date Received:       Entered on Quercus:  Date Originator Notified:       Quercus short course code allocated: |

*Upon completion please submit this Short Course Descriptor, along with an associated Short Course Instance Form, to Academic Registry, MacLaurin Building (*[*D.4.Patel@herts.ac.uk*](mailto:D.4.Patel@herts.ac.uk)*)*