

Improving Diabetes Care - Course Guide

2025

Course Overview

Welcome to the Improving Diabetes Care (IDC) programme. The course delivers education centred around the current evidence base, designed to improve healthcare practice, promoting the delivery of quality diabetes care and management.

The Improving Diabetes Care course, previously known as the Certificate in Diabetes Care (CIDC), is the UK's leading foundation education programme for diabetes care. Over 14,000 healthcare professionals have enrolled, reflecting its success in providing participants with practical knowledge and skills for managing diabetes care efficiently.

On behalf of the diabetes teaching team based in the Medical School at the University of Warwick we would like to wish you every success with this programme of study, please do not hesitate to contact us, we are keen to be of further assistance as needed.

Teaching Team

Jayne Hodgkiss, Assistant Professor. Course Director

Dr Stephen Lawrence, Associate Clinical Professor.

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Student Guide

This document contains additional information you may require such as key features, online resources, and hours of study required. Please do not hesitate to ask if there are any questions.

- **Duration of programme:** 36 weeks of study (excluding certain holidays). This includes **36** weekly live tutorials divided across 6 structured units topic based. Allocation of tutorials dates will be dependent on cohorts.
- **Weekly Synchronous Teaching (also recorded):** Weekly live online tutorials with Diabetes team. These are structured into six comprehensive units, further details below.
- **Online Resources:** As all students learn differently the team provide a variety of resources to cater for everyone making available resources such as: PowerPoints, podcasts, videos, case studies/based scenarios, student discussion forums and quizzes.
- **Interactive Learning Activities:** These include case-based scenarios, Q&A forums, multiple-choice questions, and reflective cases, encouraging the development of

knowledge and skills. This ensures essential knowledge has been completed through the course and learning outcomes are met.

- **Target Audience/Pre-requisites:** The programme is relevant and available to those working in any field of care delivery for people diagnosed with diabetes and obesity.
- **Certification:** Upon successful completion, participants receive a Certificate of Attendance from the University of Warwick, Medical School, that can be used for revalidation purposes.
- **Learning Hours:** Over the full duration of the course the University recommends students complete 300hours of self-directed study to complete the course. Students will organise their own time. 36 hours of study will be allocated to online tutorials, the rest to online resources and self-directed study. The team acknowledge students will allocate more/less to time to different topics dependent on their needs and specific areas of interest. Essential knowledge and learning outcomes should be addressed.
- **Location:** The course is held online including weekly Teams sessions, there is no face-to-face teaching onsite at the University of Warwick.

Online Resources

Moodle is the virtual learning environment where students access all information regarding the programme. Throughout the programme students need to access the University website and Moodle resources for learning materials so need to have a Wi-Fi-enabled laptop or tablet. Engagement with Moodle is monitored, to help us to keep track of learning and to identify when any issues arise. As a student at the University of Warwick, access to the Office 365 suite of software tools, including Microsoft Teams is needed. Teams will be used to hold live online meetings and teaching sessions for the course, students are expected to attend and participate, a device equipped with a camera and microphone is also a requirement. Teams also provides tools that enable communication with others, editing and sharing of documents, the ability to chat with other members of a team, and work collaboratively with peers.

Students should note that if you choose to use an employer (NHS) provided laptop/tablet; you may have issues accessing the full range of University IT, including uploading assessed work, due to firewalls, encryption, and other limitations incorporated into the employer-managed device.

Course Units

Unit 1: Core Knowledge, Overview of Diabetes, Diagnosis, Classification and Prevalence.

Aim: To provide an overview of diabetes, including the current guidance regarding diagnosis and classification of diabetes

Learning Outcomes:

- To describe the pathogenesis of type 1 and type 2 diabetes mellitus.
- To discuss the signs and symptoms of type 1 and type 2 diabetes mellitus.

- To identify the role of screening and correct diagnosis for type 1 and type 2 diabetes mellitus when considering those at risk.

Unit 2: Prevention of Diabetes, Remission, Nutrition and Diabetes, Lifestyle and Behaviour Change.

Aim: To examine the relevance of nutrition, nutritional status and lifestyle-associated factors, including physical activity, for people at risk of or with diabetes mellitus considering targeted therapeutic nutrition intervention and behaviour modification.

Learning Outcomes:

- To identify risk factors associated with developing type 2 diabetes and select clinically relevant prevention strategies whilst recognising the role of a patient-centred personalised approach.
- To review and evaluate current nutritional guidelines for people at risk of or with diabetes mellitus or those diagnosed with diabetes or diabetes in pregnancy.
- To review and evaluate therapy options available to support diabetes remission.
- To understand and interpret clinical signs and symptoms, investigations, and results within the scope of nutritional status, inadequacies or deficiencies that will influence the chronic and acute management of diabetes and reduce long-term risk and complications.
- To recognise theoretical approaches helpful in understanding behavioural modification and be able to identify and apply options applicable to a primary care area of practice

Unit 3: Diabetes Medication Interventions - Oral therapies, GLP1 Receptor Agonists, Insulin Therapy.

Aim: To examine the different oral and injectable treatment regimens for people with type 2 diabetes mellitus and their use within clinical practice

Learning Outcomes:

- To discuss the mode of action, side effects, contra-indications and adverse reactions of glucose lowering medications routinely used in clinical practice for the management of type 2 diabetes mellitus.
- To understand the role of care planning with patients diagnosed with Type 2 diabetes.
- Identify which patients would benefit from insulin therapy against those who require GLP1 receptor agonists.
- Recognise the different types of insulin and their uses, reflecting on the impact administration can have on glycaemic control.

Unit 4: Investigations in Diabetes and Interpretation of Results. Acute Complications - Hypoglycaemia, Hyperglycaemia, Hyperglycaemic Hyperosmolar Syndrome and Diabetic Ketoacidosis: Monitoring and Technologies.

Aim: To examine the monitoring and investigations integral to diabetes management providing interpretation guidance, to ensure patient safety in diabetic emergencies.

Learning Outcomes:

- To demonstrate an understanding of the purpose of blood glucose monitoring in diabetes.
- To understand and interpret the investigations and results required to optimise the management of diabetes to reduce long-term risk.
- To be able to explain the acute complications of diabetes and how to manage them effectively.
- To recognise when to refer people with acute complications appropriately.
- To review the guidance regarding the use of technology in the management of type 2 diabetes and develop a working understanding of the principles behind the data.

Unit 5: Diabetes Complications – Microvascular and Macrovascular (Long-term). Early detection in Primary Care, when to refer on

Aim: To develop an understanding of the impact of long-term complications, including obesity, affecting people with diabetes, and the role of primary care in managing these clinical issues.

Learning outcomes

- To explore the risk factors associated with the development of long-term complications.
- To describe the interventions and therapies that can prevent or delay macrovascular complications.
- To describe the interventions and therapies that can prevent or delay microvascular complications.
- To discuss issues related to, and the impact on the individual living with diabetes related complications.

Unit 6: Other Groups with Diabetes – Diabetes and Frailty. Mental Health and Diabetes (to include Depression and Diabetes Distress). Pregnancy/Gestational Diabetes. Ramadan. Children with Diabetes.

Aim: To provide a management overview for those more specialist scenarios in patients with complex needs.

Learning outcomes

- To develop an understanding of the role of primary care in the management of patients following a diagnosis of gestational diabetes mellitus.
- To discuss issues relevant to primary healthcare professionals around diagnosing and managing children with diabetes mellitus.

- To understand the principles involved in the assessment and management of patients both prior to and throughout Ramadan.
- To review the guidance and principles ensuring patient safety relating to prescribing in older people with Type 2 diabetes mellitus.
- To understand the importance of mental health issues and the challenges they present to optimising glycaemic control.

Informal Learning Activities

These are used to assess essential learning across the programme, these consist of Q&A sessions, quiz style questions, a series of case-based scenarios and PowerPoint slide presentations to group discussion forums.

(Where students may present written materials - The WMS Academic Integrity procedures align with the University of Warwick Regulation 11. The different categories of academic misconduct are listed and explained in the University of Warwick's 'Examination and Assessment Policy' and Regulation 11. Please note that it is MANDATORY FOR ALL students to complete training on referencing and academic integrity & how to avoid plagiarism, this is available on the course MOODLE page.

Artificial intelligence (AI), in the wider sense of the word, including spell-checks, grammar-checks and predictive text is permitted for work connected to this programme. This also includes the use of Generative Artificial Intelligence Tools (GAIT) – such as OpenAI's, ChatGPT that can generate apparently novel responses to natural language questions in assessment. Detailed instructions regarding how AI should be used including clear consequences of not abiding by the instructions are set out below (e.g. referral to WMS Academic Integrity Committee for investigation for potential breach of Regulation 11: Academic integrity). Further details can be found on the Moodle page.