



## Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University College's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

### Basic Course Information

<b>Final award and title</b>	PGCert Innovation in Diabetes Practice	<b>Course Code</b>	PCIDPP
<b>FHEQ level and credit of final award</b>	Level 7 60 credits		
<b>Intermediate awards titles</b>	N/A		
<b>FHEQ level and credit of intermediate award</b>	Level 7 N/A		
<b>Awarding Institution</b>	AECC University College		
<b>Teaching Institution</b>	AECC University College		
<b>Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition</b>	N/A		
<b>Duration of PSRB accreditation/recognition where applicable)</b>	N/A		
<b>Mode of study</b>	Part –time		
<b>Distance Learning course</b>	No		
<b>Standard length of course</b>	1 year		
<b>Language of delivery</b>	English		
<b>Place of delivery</b>	AECC University College		
<b>UCAS code (where applicable)</b>	N/A		
<b>HECOS Code(s)</b>	101338		
<b>Date Course initially approved</b>	14 June 2024		
<b>Version number</b>	1.0		
<b>Date this version approved</b>	14 June 2024		
<b>Academic year from which this applies</b>	2024-2025		

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## Course Overview

### 1. Admissions regulations and entry requirements

The regulations for this Course are the University College's Standard Admission Regulations which may be found from the [Latest Policies webpage](#). These regulations include the general entry requirements and specific requirements regarding English language.

The detailed entry requirements for each unit may be found from the relevant page on the University College website.

#### Recognition of Prior Learning (RPL)

AECC University College has a Recognition of Prior Learning Policy which can be found from the [Latest Policies webpage](#)

### 2. Additional entry requirements

This course is limited to registered healthcare practitioners (with a year's post-registration experience) in a range of settings across primary and secondary care whose patient group includes people with diabetes. Applicants must therefore be working in a relevant area of clinical practice whilst undertaking this course which includes work-based learning as an essential component to achievement of the course outcomes. This will be explored through the application and learning needs analysis. Applicants will need to identify their prior knowledge of diabetes, relevant patient case load. Applicants will need employer support to attend.

### 3. Aims of the course

The aim of this course is to enable clinicians with a specialist interest in diabetes to improve their knowledge and skills for promoting excellent diabetes care. Diabetes is increasing in prevalence, and it is essential that healthcare professionals are competent to support this patient population and provide outstanding diabetes service. To enhance career progression, healthcare professionals will seek an expert understanding of diabetes population health and ways in which to best engage and support people with diabetes. This course will meet the needs of multidisciplinary clinicians working in both primary and secondary care, as well as international participants. Overall, your professional skills are developed throughout the course, with a focus on developing your ability to think critically, apply principles of evidence-based practice, and demonstrate reflective practice to critically evaluate your own learning and practice.

The aims of the course are to help you to:

1. Develop knowledge and understanding of core elements of diabetes care, including policies, guidelines, evidence and theories relevant to this specialist area.
2. Demonstrate critical thinking, including the ability to identify, appraise, interpret, synthesise and apply theory and research to the screening, assessment and management of diabetes patients in at-risk populations and marginalised groups.
3. Reflect on your ability to tackle and solve complex issues in community and specialist environments, through effective use of information and communication, as an independent and autonomous practitioner.
4. Recognise the importance of interdisciplinary working, developing knowledge of a wide variety of roles, and developing appropriate communication skills to work collaboratively
5. Engender in you the ability to capture, consider and respond to stakeholder perspectives, focusing on advocacy of others, empowerment and a strong person-centred approach to diabetes care
6. Enable you to critically evaluate your professional practice, through reflection and critical thinking, and identifying learning needs to improve your professional practice.

### 4. Course Learning Outcomes – what you will be expected to achieve

<p><b>This course provides opportunities for you to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</b></p>	<p><b>The methods used to enable outcomes to be achieved and demonstrated are as follows:</b></p>
<p><b>Subject Knowledge and Understanding</b> Having successfully completed this course you will be able to demonstrate knowledge and understanding of:</p> <p>A1 Current insights into diabetes care, including key aspects of professional practice and international, national and local policies, guidelines and evidence informing practice of screening, assessment and management of diabetes.</p> <p>A2 The principles that underpin professional practice, including person-centred practice, evidence-based practice, decision-making processes, and professional values.</p> <p>A3 Critical thinking and synthesis and application of comprehensive and advanced knowledge, in relation to your own scope of practice.</p> <p>A4 The different methods of translating research into practice, methods of data collection and analysis available for evaluation and the ways in which the outcomes of research are transferred to practice.</p>	<p><b>Teaching and Learning Methods</b> <i>Within this course, you are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.</i> A1-A4 are achieved by integration of theory and practice. Theoretical content will mainly be covered with asynchronous online material. This content will be supported by synchronous sessions emphasizing the utilization of theoretical content into practical skills. Synchronous activities may include but are not limited to: group discussions, case-studies, and critical reflections.</p> <p><b>Assessment Methods</b> <i>There is a variety of assessment methods throughout the units which includes:</i> A1 – case study and reflection, presentation A2 – case study and reflection, presentation A3 – case study and reflection, presentation, critical narrative A4 – critical narrative</p> <p>Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; presentations; peer reflection; written and verbal feedback.</p>
<p><b>Cognitive Skills</b> Having successfully completed this course you will be able to:</p> <p>B1 Demonstrate originality in the application of the current knowledge base related to diabetes care and competence of skills and professional behaviour to your own clinical setting, according to established principles and best evidence.</p> <p>B2 Critically evaluate professional practice, identifying learning needs to develop and improve in a professional role.</p> <p>B3 Demonstrate ability to critically appraise, interpret, and synthesise theory, research, and practice and apply to the management of patients with diabetes</p> <p>B4 Demonstrate self-direction and originality in tackling and solving complex issues, communicating knowledge, skills, expertise which inform approaches.</p>	<p><b>Teaching and Learning Methods</b> <i>Within this course, you are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.</i> B1-B4 are achieved through development of autonomous and reflective thinking. You will be provided with asynchronous material in a variety of units, you will then be supported by synchronous sessions, where you will have the opportunity to reflect on your learning and apply these into practice.</p> <p><b>Assessment Methods</b> <i>There is a variety of assessment methods throughout the units which includes:</i> B1 – case study and reflection, presentation B2 – case study, critical narrative B3 – case study and reflection, presentation B4 – presentation</p> <p>Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; presentations; peer reflection; written and verbal feedback.</p>

**Practical Skills**

Having successfully completed this course you will be able to:

- C1 Critically reflect on the advanced skills necessary for care of patients with diabetes, including utilising a problem-solving approach, communication, and leadership skills.
- C2 Identify, evaluate and maintain capabilities to support effective working within diabetes care.
- C3 Demonstrate advanced skills and originality in quality improvement based on reflective practice and critical thinking.
- C4 Demonstrate self-direction and originality in the proposal of adoption innovation, including appropriate evaluation and implementation.

**Teaching and Learning Methods**

*Within this course, you are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.*

C1-C4 will be taught throughout the course. This will be through both practical content and activities within seminars and work-based learning. Examples of practical activities within seminars include but are not limited to: role playing and simulation of communication skills, data analysis. In addition, work-based learning is a core focus, providing opportunities for students to develop your professional practice within your own professional setting.

**Assessment Methods**

*There is a variety of assessment methods throughout the units which includes:*

- C1 – case study and reflection
- C2 – presentation
- C3 – critical narrative
- C4 – critical narrative

Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; presentations; peer reflection; written and verbal feedback.

**Transferable skills**

Having successfully completed this course you will be able to:

- D1 Demonstrate initiative and personal responsibility to undertake reflective, evidence-based and person-centred practice, and learning ability for continuing professional development.
- D2 Demonstrate decision-making in complex and unpredictable situations through the effective use of information to make sound judgements and support learning, practice, and research activities.
- D3 Effectively communicate findings and conclusions to specialist and non-specialist audiences.
- D4 Demonstrate knowledge and understanding of improvement methodology, using appropriate methods to design a proposal for adopting innovation in your scope of practice.

**Teaching and Learning Methods**

*Within this course, you are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.*

D1-D4 will be taught through seminars and work-based learning. Seminars offer an opportunity for you to practice your skills, gain peer feedback, and formative feedback on your work. Work-based learning then provides further opportunities to develop your skills in your professional setting. In addition, interprofessional learning provides opportunities for you to work with others, see skills in practice that are transferable across professions, and actively seek out feedback from others.

**Assessment Methods**

*There is a variety of assessment methods throughout the units which includes:*

- D1 – presentation, critical narrative
- D2 – case study and reflection, presentation, critical narrative
- D3 – presentation
- D4 – critical narrative

Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; presentations; peer reflection; written and verbal feedback.

<p><b>Professional competencies</b></p> <p>Having successfully completed this course you will be able to</p> <p>E1 Understand the importance of lifelong and independent learning required for continuing professional development.</p> <p>E2 Work collaboratively with colleagues, in ways that best serve the interests of stakeholders, demonstrating flexibility, adaptability and a problem-solving approach.</p> <p>E3 Continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations.</p> <p>E4 Recognise and work within the limits of your own personal and professional knowledge, skills and experience and share and seek help from colleagues and others when necessary.</p>	<p><b>Teaching and Learning Methods</b></p> <p><i>Within this course, you are able to study a variety of units to achieve the learning outcomes. There is a variety of teaching modes within the units.</i></p> <p>E1-E4 are incorporated through work-based and interprofessional learning. The course provides opportunities for you to reflect on your learning and practice in order to enhance your professional identity and acknowledge the importance of lifelong learning within your professional practice.</p> <p><b>Assessment Methods</b></p> <p><i>There is a variety of assessment methods throughout the units which includes:</i></p> <p>E1 – case study and reflection  E2 – case study and reflection, presentation,  E3 – critical narrative  E4 – case study and reflection, presentation,</p> <p>Formative assessment methods across the units will include peer discussion; presentations; online quizzes and forums; e-learning programmes; presentations; peer reflection; written and verbal feedback.</p>
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## Course Structure

### 5. Outline of course content

This course is designed for healthcare professionals interested in diabetes. You will acquire a comprehensive understanding of diabetes care and develop enhanced skills for managing diabetes in complex settings. The course will specifically address diabetes in specific patient groups and in specialist settings. The course focuses on addressing the evolving challenges in diabetes care, empowering you to support innovation and improvement in your own clinical setting. The course and units have been developed to be aligned with professional practice, the content of the units is underpinned by six main areas:

- Advancement of knowledge and skills through understanding of core elements of professional practice relevant to your field
- Developing competent evidence-based professionals, demonstrating critical thinking, utilising research, professional knowledge and stakeholder values to provide good practice.
- Development and demonstration of autonomous professional practice through critical thinking, decision-making, and problem-solving.
- Units provide an opportunity to explore interdisciplinary working, enhancing knowledge and skills of collaborating and communicating with other professions and within teams
- Demonstration of the ability to capture and respond to stakeholder perspectives focusing on person-centred approach to professional practice
- Critical evaluation of professional practice, through identifying learning needs and critical thinking.

The course consists of three core units:

- IDP7001 - Concepts of diabetes care
- IDP7002 - Diabetes management for individuals with mental and behavioural disorders
- PPR7015 -Innovation for improvement in health and social care. (The assessment for this unit must include a Diabetes focus).

A full course diagram can be seen in Appendix 1.

## 6. Placements, work-based learning or other special features of the course

### Work-based learning

For this course, you will be working in practice in an appropriate role where you will be able to develop in your own workplace and will seek out opportunities to observe and undertake learning experiences within other areas of practice on an informal basis.

The course provides you with the opportunity to undertake assessment that is immersed in your individual practice settings, as you build assignments around your own learning needs relevant for your practice area, profession or speciality, whilst meeting the Level 7 generic academic outcomes

Work-based learning and any internal or external experiences need to be negotiated through your workplace, in terms of release time over and above their university-based teaching hours. Work-based learning (learning that takes place within the professional setting) is key to your professional development.

You must be supported by professional colleagues in your setting, in developing a plan to meet your specific learning and professional development needs, as well as taking advantage of opportunistic activities. These learning activities complement the university-based learning and are intended to develop your professional scope of practice.

## 7. Course structure, levels, units credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided as [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

## 8. Learning hours/student workload

AECC University College courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). 10 University credits are equivalent to five European Credit Transfer System (ECTS) credits.

**Student contact time** is a broad term, referring to the amount of time you can expect to engage with University College staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through Zoom/Teams lectures/seminars, online discussion forums, webinars, email or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified time-frame.

Opportunities for one-to-one interaction with members of staff, during which you can receive individual help or personalised feedback on your progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one-to-one sessions at set times. Interactions via email for e.g. is another example of contact time.

**Independent study** incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and

## 8. Learning hours/student workload

planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks, Independent study helps you learn to manage your own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning

**Tutor-guided learning** covers specific learning activities that you are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

The framework has been developed to allow flexible study opportunities.. Each individual unit will specify a number of hours of contact time, that may include lectures, seminars, labs, practicals, workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. You will also be supported with tutor guided time, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

In addition to contact time and guided non-contact hours, you are expected to undertake a number of independent study hours per week. This includes time for revisions/preparation for assessments, as well as activities such as private reading and researching.

More detail about your workload is provided in unit specifications.

## 9. Staff delivering the course

You will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise. Most staff delivering on the course are registered healthcare professionals or healthcare educators. Staff may also be in joint posts working across both clinical services and academia.

## 10. Progression and assessment regulations

The regulations for this course are the University College's Assessment Regulations which may be found from the [Latest Policies webpage](#).

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

## 11. Employment progression routes

The course is designed to support your professional and practice development and will need support by professional colleagues in your setting, in developing a plan to meet your specific learning and professional development needs. You must have had an initial discussion in your workplace to identify your learning needs from a workplace perspective, which should be the starting point for enrolling on the most appropriate course. On application, the course lead will review the application to ensure that you are engaging on an appropriate educational pathway, with specified learning needs aligning to the course outcomes and appropriate workplace setting.

### **Development of professional skills and career advancement**

The course has been designed to enable you to attain the academic award at level 7, alongside enhancing your knowledge and skills on diabetes care. Units of learning and accompanying workplace-based learning focuses around the clinical pillar of practice, as well as elements of education, research and leadership. There are likely to be opportunities for career advancement or change of responsibilities.

Through the content of the course, you will enhance your knowledge and understanding, cognitive and practice-based skills and adapt your person-centred behaviours, holistic care and values. At

## 11. Employment progression routes

the end of the course you will be well positioned to develop and improve practice in terms of efficiency, effectiveness and quality.

Likely career paths include higher specialty training in diabetes, general practice with specialist interest, advanced practitioner roles and diabetes specialist nursing.

### Employment skills

Work-based learning provides opportunities for you to develop the knowledge and skills developed within the university setting, and further develop your expertise and professional practice within your field. You will have the opportunity to develop your transferable skills such as problem-solving, communication, effective use of IT, quality improvement processes, time management and research skills. These are all assessed throughout the course with a variety of assessment strategies, including: case studies, reflection, critical writing, and presentations.

## 12. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which you will need to meet in order to fully participate in and complete your course. You will need to budget for these costs separately as they are not included in the overall Tuition Fee you are charged.

'Special or unusual conditions' are aspects of the course which you may not be expecting and which may therefore have an impact on whether or not you wish to undertake the course.

Information about additional costs and special or unusual conditions applying to you on this course can be found in the **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)

Potential additional costs include:

- You will be expected to have an electronic device on which you can access course materials. You will need a secure internet connection with enough bandwidth to stream videos and online content. You may wish to purchase copies of any required textbooks or your own copies of some recommended textbooks. There are no direct printing costs, but you may prefer to print out materials.

## 13. Methods for evaluating the quality of learning and teaching

You have the opportunity to engage in the quality assurance and enhancement of your course in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course (such meetings may be take place virtually)

The ways in which the quality of the University College's courses is monitored and assured, both inside and outside the institution, are:



### 13. Methods for evaluating the quality of learning and teaching

- Annual monitoring of units and courses
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board

### 14. Inclusivity statement

AECC University College is committed to being an institution where students and staff from all backgrounds can flourish. AECC University College recognises the importance of equality of opportunity and promoting diversity, in accordance with our Equality, Diversity and Inclusion Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

AECC University College seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

### 15. External reference points

This course is designed at academic level and is referenced to the following external benchmarks to ensure the course aims and learning outcomes were developed appropriately to match the characteristics of master's graduates:

- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- QAA Characteristics Statement: Master's Degree (2020).
- SEEC Credit Level Descriptors for Higher Education (2021)

In addition, the course has been designed to align with key guidance from the healthcare sector and professional body guidance:

- HCPC Standards of Conduct, Performance and Ethics (2016)
- HCPC Standards of Education and Training Guidance (2021)
- NMC The Code: Professional Standards of Practice and Behaviour for nurses, midwives and nursing associates (2018)
- Knowledge and Skills Framework (NHS 2010)
- Clinical Leadership Competency Framework (NHS 2011)
- A Health and Care Digital Capabilities Framework (NHS 2018)
- Health Education England: Multi-professional framework for advanced clinical practice (2017)
- Health Education England: Principles of Enhanced Level Practice (2019).
- International Diabetes Federation: International Curriculum for Diabetes Health Professional Education (2015).

### 16. Internal reference points and policy frameworks

AECC University College Strategic Plan 2021-2026

Education Strategy 2023-2026

Course Design Framework v1.2

### 16. Internal reference points and policy frameworks

Assessment Regulations v2.6 and Assessment Feedback Policy v1.3

The course conforms fully with the University College's academic policies and procedures applicable to Taught Courses.

## Record of Modifications

### Course level

Description of Modification	Date approved	Intake to which modification applies

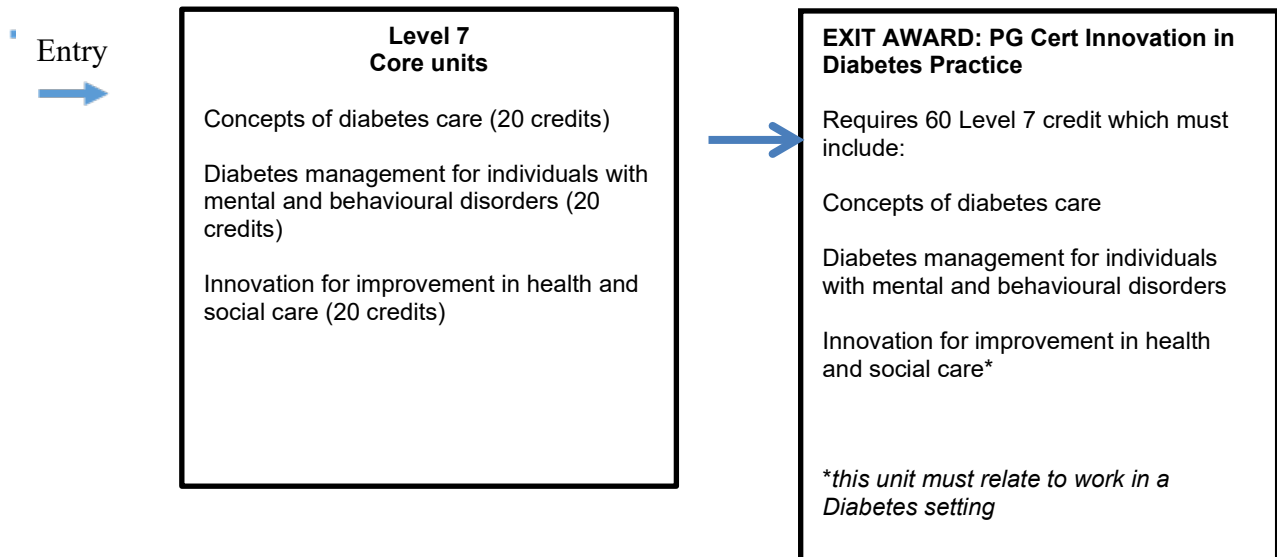
NB- Unit coding amendments made post External Panel, pre-publication, updated CPD7015 to PPR7015 [August 2024]

### Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies
CPD7015 Innovation for Improvement in Health and Social Care	Update to unit title- "Innovation for Improvement in Health and Social Care"	ASQC- 12.06.2024	September 2024 and all future

## Appendix 1: Course Diagram PG Cert Innovation in Diabetes Practice

The level of study, units and credits required for the course and for final and exit awards are set out in this **course diagram**





**Appendix 2: Learning outcomes mapping document template**

This table shows where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Course Intended Learning Outcomes).

	Subject Knowledge and Understanding				Cognitive Skills				Practical Skills				Transferable Skills				Professional Competencies			
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	E1	E2	E3	E4
IDP7001	TDA	TDA	TDA		TDA	TDA	TDA		TDA					TDA			TDA	TDA		TDA
IDP7002	TDA	TDA	TDA		TDA		TDA	TDA		TDA			TDA	TDA	TDA					TDA
PPR7015			TDA	TDA		TDA					TDA	TDA	TDA	TDA		TDA		TDA	TDA	

### Appendix 3 Course summary

**Course title:** PGCert Innovation in Diabetes Practice

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
IDP7001	Concepts of diabetes care	1.0	20	C				100%				N	42	60	98
IDP7002	Diabetes management for individuals with mental and behavioural disorders	1.0	20	C						100%		N	42	60	98
PPR7015	Innovation for improvement in health and social care*	1.1	20	C				100%				N	42	60	98
<p><b>Exit qualification:</b>            PG Cert Innovation in Diabetes Practice [Requires 60 credits at Level 7, which must include IDP7001, IDP7002, and PPR7015*.</p> <p><i>*this unit must relate to work in a Diabetes setting</i></p>															