



PART 1 – PROGRAMME SPECIFICATION

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| 1 | Awarding institution | St Mary's University, Twickenham |
| 2 | Partner institution and location of teaching (if applicable) | N/A |
| 3 | Type of collaborative arrangement (if applicable) | N/A |
| 4 | Award title | Chronic Disease Management |
| 5 | Final award | MSc |
| 6 | Interim award(s) with award titles (if specific titles have been designated) | Postgraduate Certificate (PgCert) Postgraduate Diploma (PgDip) |
| 7 | Faculty with responsibility for the programme | Sport, Health & Applied Science |
| 8 | Language of study | English |
| 9 | Joint Honours combinations | N/A |
| 10 | UCAS code | N/A |
| 11 | JACS code | B0 |
| 12 | Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition | N/A |
| 13 | QAA subject benchmark or other relevant external reference point | Framework for HE Qualifications or FHEQ QAA Master's Degree Characteristics Statement SEEC Credit Level Descriptors for Higher Education |
| 14 | Normal completion time and maximum | Normal completion time: Full-time study – 1 year Part-time study – 2 years |



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| | duration of study | <p>Maximum duration of study – 4 years</p> <p>The overall duration of study for a full-time Masters Programme from initial registration to completion of programme requirements shall be one calendar year or three semesters as prescribed by the programme. A part-time Masters programme shall normally be followed over four or six consecutive semesters as prescribed by the programme. A part-time programme of study leading to a Postgraduate Certificate shall be of no less than two consecutive semesters. A part-time programme of study leading to a Postgraduate Diploma shall be of no less than four consecutive semesters.</p> <p>Individual applications for remission of the Regulations concerning duration of study may be approved by the appropriate University Examinations Board on the recommendation of the Academic Registrar</p> |
| 15 | Mode of study | <i>Full time, part time</i> |
| 16 | Mode of delivery | Face to face with incorporated blended learning. |
| 17 | Date approved and name of authorised body | FADC, September 2019 |
| 18 | Applies to students commencing study in | September 2019 |
| PART 2 – CURRICULUM SPECIFIC DETAILS | | |
| 19 | Summary of the programme | <p>Chronic Disease Management is a term used within public health to denote an approach to health care that emphasizes helping individuals to maintain independence and keeping as healthy as possible through prevention, early detection and management of chronic conditions. Living with a chronic disease can be extremely difficult. Research indicates that often chronic disease can be significantly improved or prevented by lifestyle adjustment, such as dietary and physical activity. Patients face many complex barriers in efforts to adapt to lifestyle adjustments. Evidence to date shows that interventions to adjust lifestyle habits have variable success. This novel programme will explore the many complex issues around the prevention of chronic disease, and management of chronic conditions. The programme will primarily focus on barriers and facilitators of behaviour change, and motivation and management of lifestyle adjustments. Wider determinants of health, enabling self-care, the role of public health will be key components of the programme and skills in the evaluation of public health initiatives and critiquing the evidence base for different interventions will be developed.</p> <p>Students will be equipped with the skills needed to advocate, plan, deliver and evaluate effective evidence based care, facilitate behaviour change, and design novel public health interventions. This unique programme will produce graduates that will have the ability to work in areas that will help achieve national and international public health targets, and advance their career pathway. There is a</p> |



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| | | <p>growing trend for the NHS and other organisations to require skills of this nature for career progression.</p> <p>The students will have the opportunity to use aspects of this course for CPD purposes, achieve a PG Cert, PG Dip or the full MSc programme. It provides students with the opportunity to enhance their skills, knowledge and understanding of facilitating, managing and supporting behaviour change for individuals and groups at risk or suffering from chronic disease. The competencies required to work in a public health setting are embedded in the programme and students will have the opportunity to reflect on their own skill set with reference to those required in the Public Health Skills and Knowledge Framework Passport for inter-organisation career progression.</p> |
| <p>20</p> | <p>Aims of the programme</p> | <ol style="list-style-type: none"> 1. To provide a balanced, stimulating and academically sound postgraduate education within the area of lifestyle management of chronic disease which allows students to develop their academic and professional potentials. 2. To develop an advanced and in-depth understanding of the importance of lifestyle management in chronic disease management and an ability to apply this knowledge, critical understanding and skills to provide solutions to lifestyle related health issues within society. 3. To enable students to access, evaluate and critique health and behavioural information from a variety of sources and to communicate the principles both orally and in the written form, to specialist and non-specialist audiences, in a way that is organised, relevant and recognises the limits of current hypotheses in the field. 4. To further develop MSc students' appreciation of the impact of lifestyle behaviour on chronic disease progression and critical awareness of approaches to achieve behaviour change, therefore enabling successful graduates career progression in roles working with those who have, or are at risk of, chronic disease. 5. To enable students to participate effectively within society through the development of qualities and transferable, practical, cognitive and professional skills. |
| <p>21</p> | <p>Criteria for admission</p> | <p>Applicants must satisfy the general admissions requirements of St Mary's University Admissions Policy (see www.stmarys.ac.uk/admissions-policy).</p> <p>Biosciences or Applied Health degree, such as nursing, medicine or allied health. Social sciences and public health degrees will be considered on an individual basis Normally an Honours degree (2:1, or a good 2:2, or above) from a UK university or equivalent qualification and evidence of recent academic study or a period of professional experience in a relevant field with appropriate experience and responsibilities. Individual consideration will be given to those who have obtained a 2:2. English language requirement IELTS 6.5 (with a minimum of 6.0 in each component) or St Marys University Twickenham recognised equivalent. Students must be prepared to have an enhanced DBS screen prior to their work placement.</p> |



| | | <p>Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions, in the European Union or elsewhere, may merit exemption from a proportion of the University Programme. The maximum number of credits for which exemption may be given are as follows:</p> <p>Postgraduate Diploma up to 60 credits Master's Degree up to 90 credits</p> <p>Students who are given entry with advanced standing to a Master's programme may be exempted from taught elements only. Applications will be considered on a case-by-case basis, in the first instance, at Programme level and by the Registrar.</p> | | | | | | | | | | | | | | | | | | |
|-------------------------------------|---|--|-----------------------|-----------------|----------------|--------------|-----|-------|-------------------------------------|----|------|-----------------------|-----|-----|------------------------|------|-----|---------------|------|------|
| 22 | <p>Scheduled learning time <i>(the number of guided learning hours (GLH) is 10 hours per 1 credit</i> http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf)</p> | <table border="1"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>240</td> <td>13.3%</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>95</td> <td>5.3%</td> </tr> <tr> <td>Guided learning hours</td> <td>180</td> <td>10%</td> </tr> <tr> <td>Independent study time</td> <td>1280</td> <td>72%</td> </tr> <tr> <td>TOTAL*</td> <td>1800</td> <td>100%</td> </tr> </tbody> </table> | Type of learning time | Number of hours | Expressed as % | Contact time | 240 | 13.3% | Placement/work-based learning hours | 95 | 5.3% | Guided learning hours | 180 | 10% | Independent study time | 1280 | 72% | TOTAL* | 1800 | 100% |
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| TOTAL* | 1800 | 100% | | | | | | | | | | | | | | | | | | |
| 23 | <p>Programme learning outcomes</p> | <p>On successful completion of the programme students will have achieved the following outcomes:</p> <p><u>Knowledge and Understanding</u></p> <ol style="list-style-type: none"> 1. An in-depth and advanced knowledge and understanding of the key concepts underlying chronic diseases informed by current policy, practice, scholarship and research. (MSc, PG Dip and PG Cert.). 2. A critical awareness of current issues and developments in chronic disease prevention and management (MSc, PG Dip and PG Cert.). 3. A deep and systematic understanding of the stages, processes and limitations involved in preparing a research study and the tools necessary for interpretation and analysis of quantitative and qualitative data. (MSc and PG Dip). <p><u>Cognitive Skills</u></p> <ol style="list-style-type: none"> 4. The ability to critically analyse concepts, theories and research in chronic disease management, to formulate appropriate solutions to problems and to communicate these issues and solutions appropriately for a variety of audiences (MSc, PG Dip and PG Cert.). | | | | | | | | | | | | | | | | | | |



5. An ability to think logically, linking complex issues, and to show originality in the application of knowledge when addressing current issues concerning chronic disease management.
6. An ability to critically evaluate and appraise the current research base in aspects relating to chronic diseases, their prevention and management.
7. A critical appreciation of ethical and legal dilemmas likely to arise in research and professional practice in chronic disease management and an ability to formulate appropriate solutions.

Performance and Practice

8. An ability to study independently to evaluate learning to extend knowledge and understanding through independent study and the initiation, completion and dissemination of original research in chronic disease management (MSc).
9. Demonstration of self-direction, motivation for working alone, insight, and originality in tackling and solving theoretical and practical problems in chronic disease management.
10. An ability to act autonomously in planning and implementing tasks at a professional level.

Personal and enabling skills

11. Have qualities and transferable skills that can be applied in a wide range of employment situations (MSc, PG Dip and PG Cert.).
12. Communication of ideas, critical thinking, principals, theories, evaluative summaries and data effectively by oral, written and visual means.
13. To be able to demonstrate their knowledge of the professional approach needed when working with people, including integrity and ethics and the ability to reflect upon, and critically evaluate, their own progress as a learner and a clear understanding of the role of Continuing Professional Development (CPD) in a professional environment (MSc).
14. Performance of critical evaluation tasks effectively in a team and individually, including offering peer support, and reflecting on their own development.



| 24 Programme structure and module requirements | FHEQ Level 7 Modules for MSc | | | | |
|---|---|---|----------------|-----------------|------------------------------|
| | Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
| | CDM7001 | Public Health and Prevention of Chronic Disease | 20 | 2 | Core |
| | CDM7003 | Behaviour Change | 20 | 1 | Core |
| | CDM7006 | Nutrition and Physical Activity for Chronic Disease | 20 | 1 | Core |
| | CDM7005 | Self-care approaches for Chronic Disease | 20 | 2 | Core |
| | WPL7070 | Chronic Disease Management in Practice OR | 20 | 1 & 2 | Core |
| | WPL7071 | Chronic Disease Project Management* | | | |
| | CDM7002 | Research Methods and Statistics | 20 | 1 & 2 | Core |
| | CDM7004 | Research Dissertation | 60 | 2 & 3 | Core |
| | *The module will be offered to those students who are unable to take WPL7070 for reasons such as disability | | | | |
| | FHEQ Level 7 Modules for PG Diploma | | | | |
| | Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
| | CDM7001 | Public Health and Prevention of Chronic Disease | 20 | 2 | Core |
| | CDM7003 | Behaviour Change | 20 | 1 | Core |
| | CDM7006 | Nutrition and Physical Activity for Chronic Disease | 20 | 1 | Core |
| | CDM7005 | Self-care approaches for Chronic Disease | 20 | 2 | Core |
| | WPL7070 | Chronic Disease Management in Practice OR | 20 | 1 & 2 | Core |
| | WPL7071 | Chronic Disease Project Management* | | | |
| CDM7002 | Research Methods and Statistics | 20 | 1 & 2 | Core | |
| *The module will be offered to those students who are unable to take WPL7070 for reasons such as disability | | | | | |



FHEQ Level 7 Modules for PG Cert

| Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
|---------|--|----------------|-----------------|------------------------------|
| CDM7003 | Behaviour Change | 20 | 1 | Core |
| CDM7006 | Nutrition and Physical Activity for Chronic Disease | 20 | 1 | Core |
| CDM7001 | Public Health and Prevention of Chronic Disease | 20 | 2 | Optional* |
| CDM7005 | Self-care approaches for Chronic Disease | 20 | 2 | Optional* |
| | * Students must complete one of the two optional modules | | | |

FHEQ Level 7 Modules for MSc studied part time:

Year 1

| Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
|---------|---|----------------|-----------------|------------------------------|
| CDM7001 | Public Health and Prevention of Chronic Disease | 20 | 2 | Core |
| CDM7003 | Behaviour Change | 20 | 1 | Core |
| CDM7006 | Nutrition and Physical Activity for Chronic Disease | 20 | 1 | Core |
| WPL7070 | Chronic Disease Management in Practice OR | 20 | 1 & 2 | Core |
| WPL7071 | Chronic Disease Project Management* | | | |

**The module will be offered to those students who are unable to take WPL7070 for reasons such as disability*

Year 2

| Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
|---------|--|----------------|-----------------|------------------------------|
| CDM7005 | Self-care approaches for Chronic Disease | 20 | 2 | Core |
| CDM7002 | Research Methods and Statistics | 20 | 1 & 2 | Core |
| CDM7004 | Research Dissertation | 60 | 2 & 3 | Core |



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| 25 | Work placements or study abroad | <p>All students are required to take the module WPL7070 Chronic Disease Management in the Work Place credit bearing module, which will involve a student work placement. This module will allow for the progression from theoretical study to practical synthesis and application of approaches in a real work setting. This will benefit students new to the field and those already working with people suffering from chronic diseases alike. In exceptional cases, where a student is not deemed suitable for this placement they will take the WPL7071 module, which does not contain a student work placement but which is designed to develop an understanding of the application of theory in a practical setting. The decision to take WPL7071 will rest with the Programme Director who will consult with the student in making the decision. Reasons for transferring to WPL7071 would include (but not be restricted to), a disability which makes a placement difficult to complete, personal circumstances which preclude the work involved in undertaking a placement or DBS disqualification.</p> |
| 26 | Links to industry and employability | <p>Guest speakers and visiting lecturers from various settings such as Public Health will be incorporated into the programme. This programme will allow graduates to more effectively demonstrate the competencies set out in the public health skills and knowledge framework. The experience that students gain during the work placement will dramatically improve their employability in health and social care fields. Graduates will learn numerous transferable skills throughout the course and with the input of the university Careers Service these skills will enhance their employability.</p> <p>This programme will help people who already work in environments that tackle and prevent chronic disease to progress in their career within and between their institutions by enhancing their crucial skills in behaviour change and self-care enabling and in public health project management. This programme will also open up opportunities for those who have degrees in areas such as nutrition, health and exercise science, sports science and social science who would like to work with people on an individual, group or population level. Enabling these graduates to demonstrate that they have direct relevant experience, obtained through the work placement component of the course, will open many employment opportunities to them for which this experience will fulfil an essential criteria in their application process. The programme is designed to help develop the knowledge, skills and attributes required of a professional working in the field of chronic disease management. It includes development of key employability skills including research skills, report writing, professional development planning, negotiation, conducting presentations, effective team work and organisation skills and time management. These are embedded within the teaching and learning across the programme.</p> |
| 27 | Programme awards | <p>This programme conforms to the University Academic Regulations.</p> <p>In order to qualify for the award of MSc students must have successfully achieved 180 credits.</p> <p>In order to qualify for the award of PG Dip students must have successfully achieved 120 credits.</p> |



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| | | In order to qualify for the award of PG Cert students must have successfully achieved 60 credits. |
| PART 3 – TEACHING, LEARNING & ASSESSMENT | | |
| 28 | Programme teaching and learning strategies | <p>The pedagogical approach of this programme allows for the use of a variety of teaching methods and will provide the students with the opportunity of learning from practical, and work-based as well as theoretical perspectives. Such an approach will allow students to enhance various skills such as informed debate with peers, group projects and self-directed study. Lectures will be delivered to small groups and students are expected to regard the information gained as a guideline/basis for further research and study, to be completed in non-contact time. A number of online lectures and live seminars will be provided throughout the programme. These are topics which will also be revisited during face-to-face taught sessions and students will be encouraged to discuss key areas in peer support sessions.</p> <p>Seminars are utilised to encourage students to read more widely in the topic of interest, to clarify student comprehension of the topic and to encourage the development of argument and debate effectively and constructively. Students are directed by lecturers to appropriate reading via MyModules (VLE) prior to their seminar. These sessions encourage students to critically appraise published research. Some seminars will be delivered remotely in live on-line sessions held at set times.</p> <p>The practical sessions mainly involve clinical simulation/kitchen/laboratory work and vary between modules. For example, a range of practical activities are carried out by students to enable them to complete a part of their assessment for CDM7003 Behaviour Change. In this module students are required to perform an OSCE where they can practice motivational interviewing techniques and develop their oral communication skills within a safe environment with simulated clients. They can then reflect on the experience and produce a written case study report on their “client”. In CDM7006 Nutrition and Physical Activity for Chronic Disease the students are given the opportunity to adapt a day’s diet for an individual suffering from a chronic disease and then cook their new menu in the kitchen lab. They then present the final menu to the group, and the group can taste the adaptations. In the same module students will participate in sessions that are lab based and conduct fitness tests such as the step test.</p> <p>Within the work based learning module WPL7070/1 and CDM7002 Research Methods and Statistics, students are expected, with guidance to develop analytical, data handling, and scientific report writing skills. In all practical sessions students are made aware of and are expected to follow health and safety regulations and ethical considerations.</p> <p>Oral presentations are employed to enable students to research a topic and present it in a clear oral/visual format. The aim is to enhance skills of information presentation to a level suitable for both a lay audience and a scientific research conference. Assessed oral presentations are delivered by students to small groups of peers and at least two members of staff. Communication skills will be</p> |



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| | | <p>developed across the core modules and presentation skills will be included in the Work Placement module.</p> <p>Reflective practice will be a key component of the teaching, learning and assessment strategy, and is embedded in the WPL7070/1 modules. In these modules the students will reflexively explore their learning and development, including the university-based elements of the programme and their work placement or project, and compare their competencies to those related to the Public Health Skills and knowledge Framework Passport.</p> <p>Each student will receive periodic appointments with their personal tutor. They will be invited to use Mahara, to share issues and concerns regarding their learning with their tutor. They can also utilise the peer-led sessions as an additional support.</p> |
| 29 | Programme assessment strategy | <p>Assessment is an important part of the student learning process; consequently well considered and effective assessment practices are essential to ensure a high quality student learning experience as well as maintaining academic standards. The assessment strategy for MSc Chronic Disease Management has been developed in line with the St Mary's University Assessment Policy as well as the QAA assessment guidelines. The assessment strategy has been designed to not only measure student learning but to also facilitate student learning. Assessments at postgraduate level are designed to provide students with the opportunity to demonstrate critical analysis, deep and insightful critical thinking and the application of knowledge. Coursework not only optimises the student learning experience but also enables the aforementioned skills, together with the transferable and practical/professional skills that are developed and learnt throughout modules, to be effectively evaluated. A wide variety of assessment modes are employed including essays, laboratory reports, dissemination of information suitable for an academic and lay audience, and oral presentations. In addition, case studies are used to allow students to translate theoretical knowledge to real-life situations, and demonstrate measure broad knowledge and understanding across a range of areas. A summary of the modes of assessment for the modules and the rationale behind them is presented in the validation document.</p> <p>The University uses standardised criteria for marking which apply across all types of assessment. According to University policy specific criteria for each piece of coursework are published in module guides. Coursework feedback sheets provide marks according to the marking criteria as well as giving an overall mark. Anonymous marking is employed in written work to minimise the influence of expectations and personal bias. All markers will initially blind mark an individual piece of work and then meet to agree how marks are awarded before the remaining work is marked. All failures in each module are double marked. A member of staff not involved with the initial marking will moderate the work. The purpose of moderation is to provide an internal check on the marking to ensure that the marking criteria are applied in a fair and consistent manner and that marking within and between modules is consistent. All dissertations are blind double marked: oral presentations are marked by two markers.</p> |



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| | | <p>Students have the opportunity to receive formative feedback during their modules, for example in Behaviour Change, they receive formative feedback on their clinical practical performance which they can then include in their reflection. Other modules include peer coursework review sessions and formative tasks to build up to the summative assessments. Full details of the formative assessment for each module can be found in the attached module outlines.</p> <p>Individual feedback on assessments is provided electronically within three weeks of submission by means of a standard marking criteria sheet. The programme uses marking criteria sheets for all pieces of assessment which detail how marks were derived and identify areas for improvement. The marking criteria sheets are included in module guides which are available electronically through MyModules (virtual learning environment), from the start of each semester. The School places great emphasis on the monitoring and evaluation of the effectiveness of assessment strategies and the programme team review the assessment pattern annually.</p> <p>The pass grade for all modules is 50%. In modules where there is more than one means of assessment, students will be expected to pass all components. At the discretion of the University Postgraduate Examination Board, a student who has failed a module but has shown strength in other areas may be awarded compensation credits for the module provided the student has achieved an overall average mark of 50% and no less than 40% in any one assessment component for the module concerned. Compensation credits may not be awarded for the dissertation.</p> <p>The Postgraduate Diploma will be unclassified, although they may be awarded 'with Distinction' in cases where the average percentage mark of a candidate's best 90 credits worth of modules is 70% and the independent study component has scored 70% or higher. They may be awarded 'with Merit' in cases where the average percentage mark of a candidate's best 90 credits worth of modules is 60% and the independent study component has scored 60% or higher. The Degree of MSc will be unclassified although this will be awarded 'with Distinction' when a candidate has an overall mark of 70% from the best 150 credits and a mark of 70% or more in the Research Project. The Degree of MSc will be awarded 'with Merit' when a candidate has an overall percentage mark of 60% from the best 150 credits and a mark of 60% or more in the Research Project.</p> |
| PART 4 – UNIVERSITY SUPPORT | | |
| 30 | Student support and guidance | <p>The proposed programme utilises all support mechanisms that are offered by Student Services in the University. Student Services provide a wide range of support including Counselling, Disability and Dyslexia, Career's Service and Library and Learning Technology.</p> <p>Professional and Career Development (e.g. provide references for jobs or further study) as well as Student Support and Guidance (e.g. to listen to and discuss any personal concerns that students may have and to advise them on the appropriate support services within St Mary's that may also be able to assist them. Finally, Registry services provide a range of administration support including academic appeals, suspensions of studies and leave of absence etc.</p> |



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| | | <p>The programme director will be accessible to all students should they have any course related difficulties. Module convenors will also be on hand to manage enquiries specific to modules.</p> <p>Each student will be assigned a personal tutor who will be their first point of call for non-academic matters and to provide students with an opportunity to reflect upon their overall performance in the programme through Personal Development Planning or to advise on study skills such as time management, exam preparation etc),</p> <p>Should certain students have been out of education for a number of years, any particular learning and development needs will be addressed with support from the Programme Director, individual module convenors and the Learning and Development Team.</p> <p>Students will be actively encouraged to form peer networks and support each other in their learning and development.</p> |
| 31 | Quality management arrangements | <p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none">• Five yearly cycle of revalidation• Ongoing monitoring through the Programme Review process• Programme Boards• Consideration of marks and graduate profiles at Exam Boards• Engagement with programme student representatives• Engagement with approved external examiners |