

SPECIFICATION

**IAO LEVEL 2 CERTIFICATE IN UNDERSTANDING THE CARE
AND MANAGEMENT OF DIABETES**

QUALIFICATION NUMBER: 601/5524/3

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

Active Leisure

Health and Social Care

Business and Management

Hospitality and Catering

Childcare

IT

Employability

Logistics

Retail

Education and Training

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org.

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: contactus@innovateawarding.org

“We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”

Qualification summary

Qualification Accreditation Number (QAN)	601/5524/3
Qualification review date	31/10/2023
Guided Learning Hours (GLH)	105
Total Qualification Time (TQT)	160
RQF level	2
Qualification credit value	16 credits
Assessment requirements	Portfolio of Evidence

Aims and objectives of the qualification	<p>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).</p> <p>This qualification aims to enable learners to understand different types of diabetes, how type 2 diabetes can be prevented, the diagnosis of diabetes, and initial, ongoing care and treatment of diabetes.</p> <p>The objectives of this qualification are to give learners working, or intending to work in the health and social care sector an understanding of diabetes that will support them in the workplace or enable learners to progress to other qualifications within the health and social care sector.</p>
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Entry guidance	<p>There are no formal entry requirements for this qualification.</p> <p>This qualification is suitable for learners aged 16 and above who work within or who are looking to work within the health and social care sector. It provides learners with the opportunity to gain an understanding of the care and management of diabetes.</p>
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Progression opportunities	<p>Learners who achieve this qualification could progress into:</p> <ul style="list-style-type: none"> • IAO Level 2 Certificate in Understanding the Safe Handling of Medicines • IAO Level 3 Certificate in Preparing to Work in Adult Social Care • IAO Level 2 Diploma in Care • IAO Level 3 Diploma in Adult Care
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Funding

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
T/505/1143	Understand diabetes	2	4	27
A/505/1144	Prevention and early intervention of Type 2 Diabetes	2	3	16
R/505/1148	Understand the initial care of diabetes	2	4	27
L/505/1147	Understand the treatment and management of diabetes	2	5	35

Mandatory units:

Title:	T/505/1143 Understand diabetes
Level:	2
Credit Value:	4
GLH:	27
TQT:	40
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the function of glucose in the blood	1.1 Explain what 'blood glucose' is 1.2 Describe the difference between simple and complex carbohydrates 1.3 Define the terms: <ul style="list-style-type: none"> • glycaemia • hypoglycaemia • hyperglycaemia 1.4 Describe the pre-diabetic states
2. Understand the function of insulin in the blood	2.1 Describe how insulin is produced in the body 2.2 Explain how insulin affects blood glucose level 2.3 Describe what is meant by 'insulin resistance'
3. Understand the different forms and causes of diabetes	3.1 Describe what is meant by the term 'diabetes' 3.2 Outline the key features of Type 1 diabetes 3.3 Outline the key features of Type 2 diabetes 3.4 Explain the causes of Type 1 and Type 2 diabetes 3.5 Explain how gestational diabetes occurs 3.6 Identify the prevalence of different forms of diabetes
4. Know the risk factors for developing Type 2 diabetes	4.1 Identify risk factors associated with the development of Type 2 diabetes

	4.2 Describe ways that individuals can reduce their risk of developing Type 2 diabetes
5. Understand how diabetes is confirmed	5.1 Describe the likely signs and symptoms of diabetes 5.2 Identify methods of assessing individuals at risk of Type 2 diabetes 5.3 Outline the process of screening for diabetes
Additional information about this unit N/A	
Unit aim(s)	The aim of this unit is to enable learners to understand how glucose and insulin function in the body, how different types of diabetes occur and the risk factors associated with Type 2 diabetes.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/505/1144 Prevention and early intervention of Type 2 diabetes
Level:	2
Credit Value:	3
GLH:	16
TQT:	30
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand factors relating to the prevention of Type 2 diabetes	1.1 Explain ways to prevent or delay the onset of Type 2 diabetes 1.2 Identify the tests available for monitoring individuals at risk of developing Type 2 diabetes 1.3 Explain why frequent monitoring tests should be undertaken
2. Understand how diet, exercise and lifestyle affect Type 2 diabetes	2.1 Explain the importance of a balanced diet for people with Type 2 diabetes 2.2 Explain how carbohydrates affect blood glucose levels 2.3 Outline the importance of a carbohydrate controlled diet in preventing prolonged raised blood glucose levels 2.4 Explain the importance of weight management for people with Type 2 diabetes 2.5 Explain how exercise lowers blood glucose levels 2.6 Explain how the following can affect diabetes: <ul style="list-style-type: none"> • smoking • alcohol • substance use • a sedentary lifestyle
Additional information about this unit	
N/A	
Unit aim(s)	The aim of this unit is to enable learners to understand how the onset of Type 2 diabetes can be prevented or delayed through lifestyle changes.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Details of the relationship of the unit and relevant national occupational standards	N/A
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Title:	R/505/1148 Understand the initial care of diabetes
Level:	2
Credit Value:	4
GLH:	27
TQT:	40
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the social impact of diabetes	1.1 Describe how the experience of living with diabetes affects individuals in different ways 1.2 Describe how the attitudes and behaviour of others may impact on an individual with diabetes 1.3 Give examples of ways to improve social attitudes towards people with diabetes 1.4 Identify the legal rights of individuals with diabetes 1.5 Outline how the law relates to drivers who have diabetes 1.6 Explain why individuals who have diabetes should inform their employer
2. Understand how to work with individuals to manage diabetes	2.1 Explain the importance of a person-centred approach when working with an individual with diabetes 2.2 Describe how to support individuals to make informed decisions about managing their condition 2.3 Describe how to work with individuals to develop self-care skills for managing diabetes 2.4 Outline the advice given to individuals with diabetes in relation to: <ul style="list-style-type: none"> • nutrition • exercise • lifestyle 2.5 Describe additional support individuals can access to help self-management of diabetes
3. Know how diabetes is monitored	3.1 Identify the normal range of: <ul style="list-style-type: none"> • blood glucose

	<ul style="list-style-type: none"> • blood pressure <p>3.2 Explain the importance of accurate monitoring of:</p> <ul style="list-style-type: none"> • blood glucose • urine • blood pressure <p>3.3 Identify the equipment and tests used for monitoring diabetes</p> <p>3.4 Describe the requirements for recording and reporting of diabetes monitoring activity</p> <p>3.5 Explain how individuals can be encouraged to contribute to the monitoring process</p>
Additional information about this unit	
N/A	
Unit aim(s)	The aim of this unit is to enable learners to understand how a diagnosis of diabetes can impact on an individual, and how the condition can be managed and monitored
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/505/1147 Understand the treatment and management of diabetes
Level:	2
Credit Value:	5
GLH:	35
TQT:	50
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how diabetes is treated	1.1 Outline the care pathway for diabetes 1.2 Describe the different types of medication used to treat Type 1 and Type 2 diabetes 1.3 Describe the importance of diet and exercise for optimising blood glucose levels 1.4 Identify how different forms of treatment can impact on an individual's daily life
2. Know the treatment for hypoglycaemia	2.1 Identify common causes of hypoglycaemia 2.2 Outline the signs and symptoms of hypoglycaemia 2.3 Identify how hypoglycaemia is confirmed in an emergency 2.4 Describe the action to take if an individual has hypoglycaemia
3. Know the treatment for hyperglycaemia	3.1 Identify possible causes of hyperglycaemia 3.2 Outline the signs and symptoms of hyperglycaemia 3.3 Describe what action to take if an individual has hyperglycaemia
4. Understand the complications that can occur as a result of having diabetes	4.1 Outline how stress and illness affects blood glucose 4.2 Identify what is meant by diabetic ketoacidosis 4.3 Describe a range of complications associated with diabetes 4.4 Explain the links between diabetes and: <ul style="list-style-type: none"> • cardiovascular disease • dementia

	<ul style="list-style-type: none"> depression <p>4.5 Outline the long-term health consequences of developing type 2 diabetes</p>
5. Understand ways to prevent or detect complications associated with diabetes	<p>5.1 Suggest ways to prevent illness and infection</p> <p>5.2 Identify how regular monitoring can help to prevent complications</p> <p>5.3 Outline the regular screening process used for early detection of long-term complications</p> <p>5.4 Explain the importance of foot care for people with diabetes</p> <p>5.5 Describe the need for pre-pregnancy planning for those with diabetes</p> <p>5.6 Explain the importance of optimising blood glucose levels during pregnancy</p>
Additional information about this unit	
N/A	
Unit aim(s)	The aim of this unit is to enable learners to understand the on-going care and treatment recommended to control blood glucose levels and prevent complications for people with diabetes.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A