

# 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
- Business Management (Administration)
- Business Management (Sales)
- Business Management (Team Leading)
- Education and Training
- Health and Beauty
- Hospitality and Catering
- IT
- Retail
- Business Management (Customer Service)
- Childcare
- Health and Social Care
- Logistics

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](http://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 recognised as an awarding organisation by the qualifications regulator Ofqual (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](mailto:contactus@innovateawarding.org)

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*“ 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. ”*

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## Qualification summary

**Qualification Accreditation Number (QAN)** 601/5524/3

**Qualification review date** 31<sup>st</sup> October 2023

**Guided Learning Hours (GLH)** Minimum 105 hours

**Total qualification time (TQT)** 160

**RQF level** 2

**Qualification credit value** 16

**Minimum credits at/above level** 16

**Assessment requirements** Portfolio of Evidence

This qualification is internally assessed and internally quality assured by centre staff, and externally quality assured by Innovate Awarding External Quality Assurers (EQAs).

**Aims and objectives of the qualification**

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.

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.

**Entry guidance**

There are no formal entry requirements for this qualification.

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.

**Progression opportunities**

Learners who achieve this qualification could progress into:

- IAO Level 2 Certificate in Understanding the Safe Handling of Medicines

- IAO Level 2 Certificate in Preparing to Work in Adult Social Care
- IAO Level 3 Certificate in Preparing to Work in Adult Social Care
- IAO Level 2 Diploma in Health and Social Care (Adults) for England
- IAO Level 3 Diploma in Health and Social Care (Adults) for England

## **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/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](http://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](mailto: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 IAO 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.

## Qualification structure

Learners must complete all four mandatory units to gain the required 16 credits.

The total Guided Learning Hours (GLH) for this qualification is 105. The Total Qualification Time (TQT) for this qualification is 160 hours.

## Unit structures

All units are listed below

### 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



<b>Title:</b>	<b>T/505/1143 Understand diabetes</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>27</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
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"> <li>• glycaemia</li> <li>• hypoglycaemia</li> <li>• hyperglycaemia</li> </ul> 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

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>A/505/1144 Prevention and early intervention of Type 2 diabetes</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>16</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
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"> <li>• smoking</li> <li>• alcohol</li> <li>• substance use</li> <li>• a sedentary lifestyle</li> </ul>
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	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.

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>R/505/1148 Understand the initial care of diabetes</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>27</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
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"> <li>• nutrition</li> <li>• exercise</li> <li>• lifestyle</li> </ul> 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"> <li>• blood glucose</li> <li>• blood pressure</li> </ul>

	<p>3.2 Explain the importance of accurate monitoring of:</p> <ul style="list-style-type: none"> <li>• blood glucose</li> <li>• urine</li> <li>• blood pressure</li> </ul> <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>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<b>Unit aim (s)</b>	<p>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</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>N/A</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>N/A</p>

<b>Title:</b>	<b>L/505/1147 Understand the treatment and management of diabetes</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>35</b>
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>
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"> <li>• cardiovascular disease</li> <li>• dementia</li> <li>• depression</li> </ul> 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>	<p>5.1 Suggest ways to prevent illness and infection            5.2 Identify how regular monitoring can help to prevent complications            5.3 Outline the regular screening process used for early detection of long-term complications            5.4 Explain the importance of foot care for people with diabetes            5.5 Describe the need for pre-pregnancy planning for those with diabetes            5.6 Explain the importance of optimising blood glucose levels during pregnancy</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>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.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>