Qualification Handbook

BIIAB Level 2 Certificate in Understanding the Care and Management of Diabetes

601/7262/9

Version 3

BIIAB Level 2 Certificate in Understanding the Care and Management of Diabetes Handbook

Version and date	Change, alteration or addition	Section
Version 2, March 2016	Assessment methodology	Rules of Combination and Assessment
Version 3, January 2018	Updated throughout to remove reference to "QCF"	
	RoC updated with TQT figures	Rules of Combination

Table of Contents

1. About the BIIAB Level 2 Certificate in Understanding the Care and Management of Diabetes

BIIAB is regulated to deliver this qualification by Ofqual and CCEA Regulations in England and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Certificate in Understanding the Care and Management of Diabetes	601/7262/9

2. Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate knowledge about the care and management of diabetes. It is appropriate for learners working or aiming to work in the health and social care sector.

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge in a subject area.

Due to constant regulatory, policy and funding changes users are advised to check this qualification is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

3. About this Handbook

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 2 Certificate in Understanding the Care and Management of Diabetes Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Understanding the Care and Management of Diabetes learners **must** gain a **total of 16** credits. This **must** consist of:

- **Minimum total** credit: **16**

- Mandatory Group A **minimum** credit: **16**

- A **minimum of 16** credits **must** be achieved through the completion of units at **Level 2** and above.

- GLH: **105**

- TQT: **158**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
2UCMD1	T/505/1143	Understand diabetes	4	2	27	Portfolio
2UCMD2	A/505/1144	Prevention and early intervention of Type 2 diabetes	3	2	16	Portfolio
2UCMD3	R/505/1148	Understand the initial care of diabetes	4	2	27	Portfolio
2UCMD4	L/505/1147	Understand the treatment and management of diabetes	5	2	35	Portfolio

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with knowledge in the care and management of diabetes.

Learners may wish to broaden their knowledge by undertaking other specialist level 2 qualifications or progressing on to level 3 qualifications within health and social care.

This qualification will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/6133/4 BIIAB Level 2 Certificate in Understanding the Safe Handling of Medicines
- 601/6123/1 BIIAB Level 2 Certificate in the Principles of Dementia Care
- 601/6125/5 BIIAB Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities
- 601/7264/2 BIIAB Level 2 Certificate in Understanding Dignity and Safeguarding in Adult Health and Social Care
- 601/7265/4 BIIAB Level 2 Certificate in Understanding Nutrition and Health
- 601/6887/0 BIIAB Level 2 Diploma in Health and Social Care (Adults) for England
- 601/6879/1 BIIAB Level 3 Diploma in Health and Social Care (Adults) for England
- 601/6499/2 BIIAB Level 3 Certificate in Preparing to Work in Adult Social Care
- 601/6135/8 BIIAB Level 3 Certificate in the Principles of End of Life Care

9. Assessment

Overview of assessment strategy

The qualification contains knowledge units. Centres may devise their own assessments for the units, but the assessments must

- Meet the assessment criteria
- Achieve the learning outcomes.

Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Principles

Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Definitions

Occupationally competent: This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable: This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions: This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

Expert witness:

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Assessment of the Knowledge Units

When assessing knowledge and understanding based units, it is important that the chosen assessment methodology is appropriate and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and Answer
- Assignments and Projects.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices
- a Summative Reflective account
- Access to the units.

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (http://register.ofqual.gov.uk).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at http://centrezone.bii.org/thehub/apprenticeships/qadocuments.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at http://centrezone.bii.org/thehub/apprenticeships/qadocuments.

15. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be reviewed and revised to ensure the approach remains appropriate and that it is fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification. There are no optional units.

Unit Title	Understand diabetes
BIIAB Reference	2UCMD1
Level	2
Credit Value	4
GLH	27
Unit Reference No.	T/505/1143

Learning Outcome - The learner will:	Assessment Criterion - 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: • 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 levels
	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

Unit Title	Prevention and early intervention of Type 2 diabetes
BIIAB Reference	2UCMD2
Level	2
Credit Value	3
GLH	16
Unit Reference No.	A/505/1144

Learning Outcome - The learner will:		Assessment Criterion - 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: • smoking • alcohol • substance use • a sedentary lifestyle	

Unit Title	Understand the initial care of diabetes
BIIAB Reference	2UCMD3
Level	2
Credit Value	4
GLH	27
Unit Reference No.	R/505/1148

Learning Outcome - The learner will:	Assessment Criterion - 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: • 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: • blood glucose • blood pressure
	3.2	Explain the importance of accurate monitoring of: • blood glucose • urine • blood pressure
	3.3	Identify the equipment and tests used for monitoring diabetes
	3.4	Describe the requirements for recording and reporting of diabetes monitoring activity
	3.5	Explain how individuals can be encouraged to contribute to the monitoring process

Unit Title	Understand the treatment and management of diabetes
BIIAB Reference	2UCMD4
Level	2
Credit Value	5
GLH	35
Unit Reference No.	L/505/1147

Learning Outcome - The learner will:	Assessment Criterion - 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: • cardiovascular disease • dementia • depression
	4.5	Outline the long-term health consequences of developing type 2 diabetes
5 Understand ways to prevent or detect complications associated with diabetes	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

Learner Summative Reflection

The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____   Date: _____

Assessor Signature: _____   Date: _____

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Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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