

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 3 Certificate in
Understanding the Care and Management of
Diabetes
QN: 603/1609/3**

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 3.0 September 2018).

| Version | Publication Date | Summary of amendments |
|---------|------------------|--|
| v3.1 | February 2020 | Information regarding the wellbeing and safeguarding of learners added to Resources . |
| v3.2 | June 2022 | <p>Further information added to the assessment methods section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the mandatory document section about how to access support handbooks.</p> |
| v3.3 | June 2023 | Information regarding UCAS added to About this qualification, Qualification Summary. |
| v3.4 | October 2023 | Updated formatting to titling and subtitling with subsequent table of contents amend |

Section 1: General introduction

About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE CACHE Level 3 Certificate in Understanding the Care and Management of Diabetes (603/1609/3).

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

Each unit has:

- a **unit reference** number – the unique number given to each unit at qualification approval by Ofqual
- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- **guided learning** (GL) – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|---|---|--|
| 1. Know substances which are commonly misused. | 1.1. List categories of substances which are commonly misused. | | |
| | 1.2. Identify substances which are commonly misused. | | |

Total Qualification Time

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence/Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

Our public website address is www.ncfe.org.uk. The website contains information about all our qualifications which contains:

- Key Facts
- Qualification Specifications
- other support materials

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Section 2: About this qualification

Qualification summary

| | |
|---|---|
| Title | NCFE CACHE Level 3 Certificate in Understanding the Care and Management of Diabetes |
| Qualification number | 603/1609/3 |
| Purpose and objectives | <p>The purpose of this qualification is to increase learners' awareness and understanding of diabetes.</p> <p>By completing the qualification, learners will develop in-depth knowledge of diabetes which could support progression onto appropriate qualifications, and into relevant employment in the health and social care sector.</p> <p>The objective of this qualification is to gain knowledge and understanding of:</p> <ul style="list-style-type: none"> • the types, causes, signs and symptoms of diabetes • anatomy and physiology • the impact of diabetes on individuals, others and society • the treatment and management of diabetes • common complications of diabetes. |
| Total Qualification Time (hours) | 180 |
| Guided Learning (hours) | 150 |
| Minimum age of learner | 16 |
| UCAS | This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information. |
| Rule of combination | To be awarded the Level 3 Certificate in Understanding the Care and Management of Diabetes, learners are required to successfully complete four mandatory units. |


| | |
|---|---|
| <p>Entry requirements/ recommendations</p> | <p>There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 2 qualification in healthcare or social care.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.</p> <p>Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.</p> <p>Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.</p> |
| <p>Progression</p> | <p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 3 Certificate in Preparing to Work in Adult Social Care • Level 3 Diploma in Clinical Healthcare Support • Access to HE Diploma (Health) • Access to HE Diploma (Health and Social Care Professions) • Access to HE Diploma (Nursing and Healthcare Professions) |
| <p>Assessment methods</p> | <p>All units will be individually internally assessed using a range of methods which could include:</p> <ul style="list-style-type: none"> • written assignments or tasks. <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> |
| <p>About this qualification</p> | <p>This is a regulated qualification. The regulated number for this qualification is 603/1609/3.</p> |

Section 3: Units

Mandatory units



| Unit ref (assigned by AO) | Unit no. | Unit title | Unit type (eg skills/knowledge) | Level | GLH |
|------------------------------|------------|---|------------------------------------|-------|-----|
| Unit 01 | H/615/7128 | Understand diabetes | Knowledge | 3 | 40 |
| Unit 02 | K/615/7129 | Diabetes in context | Knowledge | 3 | 30 |
| Unit 03 | D/615/7130 | Understand the treatment and management of diabetes | Knowledge | 3 | 36 |
| Unit 04 | H/615/7131 | Understand the complications of diabetes | Knowledge | 3 | 44 |

The star icon  indicates that a unit is knowledge based.

Unit layout

For each unit the following information has been provided:

| | |
|---------------------------------------|---|
| Unit title | Provides a clear, concise explanation of the content of the unit. |
| Unit reference | The unique reference number given to each unit at qualification approval by Ofqual. |
| Unit level | Denotes the level of the unit within the framework. |
| Unit group | Explains if the unit is mandatory or optional. |
| Guided learning hours | The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification. |
| Unit aim/summary | Provides a brief outline of the unit content. |
| Learning outcome | A statement of what a learner will know, understand or be able to do, as a result of a process of learning. |
| Assessment criteria | A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met. |
| Achievement descriptor | All the evidence generated by the learner will be assessed against the standards expected of a Level 3 learner and against the achievement descriptors for each learning outcome. |
| Explanation | A further explanation of the achievement descriptor in the context of the learning outcome. |
| Unit delivery and assessment guidance | This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner. |

Glossary of terms

This glossary explains how the terms used in the unit content are applied to this qualification.

| | |
|----------------------------|---|
| Accurately | Learner carries out all stages of a process correctly and without errors (see mostly accurately) . |
| Advanced ways | Solutions may be more complex or more considered (see basic ways and considered ways) . |
| Application | Using skills or knowledge to complete a specific task. Using technical language. |
| Appropriate | Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learner, as opposed to in Level 1 where learners are directed. |
| Balanced conclusions | All arguments are considered in making a conclusion (see reasoned conclusions) . |
| Basic ways | Straightforward, mostly obvious ideas or solutions (see advanced ways and considered ways) . |
| Complex task/brief | A task/brief made up of several interrelated elements. |
| Complex technical problems | A problem specific to the vocational area that has several interrelated elements (see technical problems) . |
| Considered experimentation | Experimentation is well thought-out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from (see limited experimentation and simple experimentation) . |
| Considered ways | Ideas or solutions show some degree of thought (see advanced ways and basic ways) . |
| Correctly applies | Using the most appropriate skills or knowledge to complete a specific task. Using skills or knowledge correctly. Using appropriate technical terms for the task or context (see use) . |
| Directed tasks | Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor. |
| Effective solutions | Solutions are appropriate to the vocational area (see possible solutions) . |
| Efficiently solves | Solves in a manner appropriate to the vocational area. |

| | |
|---------------------------|---|
| Everyday language | The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology (see specialist terms/language and technical terms/language). |
| Format of source | The style of information - eg a questionnaire, a report, an observation, an interview (see type of source). |
| General understanding | A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation (see technical understanding). |
| Limited experimentation | Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from (see considered experimentation and simple experimentation). |
| Mostly accurately | Learner is able to carry out most stages of a process without errors to achieve an outcome (see accurately and some degree of accuracy). |
| Possible solutions | The solution may not involve technical skills or understanding and may not be a long-term or effective solution (see effective solutions). |
| Range | Frequent use of most common words/techniques/materials (see some and wide range). |
| Reasoned conclusions | Explanations are provided as to why a conclusion was made (see balanced conclusions). |
| Simple experimentation | Straightforward, most obvious experimentation is carried out (see limited experimentation and considered experimentation). |
| Some | Occasional use of most common words/techniques/materials (see range and wide range). |
| Some degree of accuracy | Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors (see accurately and mostly accurately). |
| Sophisticated examples | Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made (see straightforward examples). |
| Specialist skills | Advanced technical skills in context (see technical skills). |
| Specialist terms/language | Advanced technical terms in context (see everyday language and technical terms/language). |

| | |
|--------------------------|--|
| Straightforward examples | Direct obvious examples which lack complexity of any kind but clearly relate to the point being made (see sophisticated examples) . |
| Technical problems | A problem specific to the vocational area. This could include equipment, processes etc (see complex technical problems) . |
| Technical skills | The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes (see specialist skills) . |
| Technical terms/language | Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. (see everyday language and specialist terms/language) . |
| Technical understanding | An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding (see general understanding) . |
| Type of source | The place that the information comes from - eg the internet, a museum visit, staff, visitors (see format of source) . |
| Use | Applying general or basic skills or knowledge to a task (see correctly applies) . |
| Wide range | Uses all relevant words/techniques/materials that could be expected at the level (see range) . |

Unit 01: Understand diabetes



| | | | |
|-----------------------------------|--|-------------------|---|
| Unit reference | H/615/7128 | Unit level | 3 |
| Unit group | Mandatory | | |
| Unit guided learning hours | 40 | | |
| Unit summary | In this unit, learners will gain an understanding of diabetes as a metabolic disease; the types, causes, signs and symptoms, and associated anatomy and normal physiology. | | |

| Learning outcomes The learner will: | Assessment points The learner must know: |
|---|--|
| 1. Understand diabetes and the terminology used | 1.1 What is meant by the term 'diabetes' |
| | 1.2 The meaning of: <ul style="list-style-type: none"> • glycaemia • hypoglycaemia • hyperglycaemia • ketoacidosis |

| Achievement descriptor | Explanation |
|---|---|
| <p>Uses technical terms consistently to explain a <u>wide range</u> of <u>sophisticated</u> knowledge, theories and concepts.</p> | <p>Learners will describe diabetes as a disease and its consequences and demonstrate understanding of the terminology used.</p> |
| <p>Delivery and assessment</p> | |
| <p>Learners are required to provide an overview of diabetes as a group of metabolic diseases. This needs to include a detailed description of the signs and symptoms they have in common and an outline of the potential consequences of not receiving treatment.</p> <p>Clear definitions are required which include normal and abnormal blood sugar levels where appropriate.</p> | |
| <p>Types of evidence</p> | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation. | |

| Learning outcomes The learner will: | Assessment points The learner must know: |
|--|---|
| 2. Understand the normal process of glucose metabolism | 2.1 The function of glucose in the body |
| | 2.2 The anatomy and basic physiology related to carbohydrate digestion |
| | 2.3 The difference in the effects of high and low glycaemic index (GI) foods on glycaemia |
| | 2.4 The physiology of normal glucose metabolism |

| Achievement descriptor | Explanation |
|--|---|
| <p>Uses technical terms consistently to explain a <u>wide range</u> of <u>sophisticated</u> knowledge, theories and concepts.</p> | <p>Learners will consistently apply the correct use of technical terms and demonstrate their understanding of normal glucose metabolism, explaining the physiology in detail.</p> |
| <p>Delivery and assessment</p> | |
| <p>Learners should understand the function of glucose in the body, its importance in sustaining all normal bodily function and the consequences of its absence.</p> <p>The learner needs to identify the relevant organs related to carbohydrate digestion; outline their role and function; and explain the normal physiology of the gastro-intestinal tract in supplying nutrients, including glucose, from carbohydrates into the bloodstream.</p> <p>It is expected that learners will provide examples of high and low glycaemic index (GI) foods, explain their differences at a molecular level in terms of basic complexity, and describe the differences in glycaemia over the period of digestion.</p> <p>The actions of the pancreas and liver should be explained. This should include the release of and action of insulin and glucagon in managing glucose levels via storage as glycogen, and the action of insulin at a cellular level.</p> <p>Evidence could be presented holistically with the use of illustrations, graphs and diagrams in support. However, detailed descriptions and explanations are required which are appropriate to the level of the qualification.</p> | |
| <p>Types of evidence</p> | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation. | |

| Learning outcomes The learner will: | Assessment points The learner must know: |
|---|---|
| 3. Understand type 1 diabetes | 3.1 How type 1 diabetes is considered an autoimmune disease |
| | 3.2 The key features of type 1 diabetes |
| | 3.3 The signs and symptoms of type 1 diabetes |

| Achievement descriptor | Explanation |
|---|--|
| <p>Uses technical terms consistently to explain a <u>wide range</u> of <u>sophisticated</u> knowledge, theories and concepts.</p> | <p>An explanation of the current theory of causation of type 1 diabetes is required, followed by detailed explanation of the signs and symptoms.</p> |
| <p>Delivery and assessment</p> | |
| <p>Learners should give a detailed explanation of how it is thought that type 1 diabetes is the result of an autoimmune response and the effects/consequences of this response.</p> <p>The key features of type 1 diabetes should be described. Consideration should also be given to the onset and consequences of the disease, the typical age and other personal profile information of those who have type 1 diabetes.</p> <p>A detailed explanation of the signs and symptoms which result from the diminished production and cessation of insulin production is required.</p> <p>Learners might present their evidence holistically as the assessment points overlap to some degree. A Tutor-devised case study could provide a framework for evidence.</p> | |
| <p>Types of evidence</p> | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation • case study. | |

| Learning outcomes The learner will: | Assessment points The learner must know about: |
|---|--|
| 4. Understand type 2 diabetes | 4.1 Type 2 diabetes and pre-diabetes and the possible causes |
| | 4.2 The key features of type 2 diabetes |
| | 4.3 The signs and symptoms of type 2 diabetes |

| Achievement descriptor | Explanation |
|---|--|
| <p>Uses technical terms consistently to explain a <u>wide range</u> of <u>sophisticated</u> knowledge, theories and concepts.</p> | <p>An explanation of the current theory of causation of type 2 diabetes is required, followed by detailed explanation of the signs and symptoms.</p> |
| <p>Delivery and assessment</p> | |
| <p>Learners need to explore and describe the links between lifestyle, diet, age, body mass index (BMI), physical activity levels, race and genetic factors as a cause of type 2 diabetes and pre-diabetes. Differentiation between type 2 diabetes and pre-diabetes is also required, as well as the links between them.</p> <p>Learners must describe how the features of type 2 diabetes differ from other types, the onset and progression of the disease, and changes in physiology.</p> <p>A detailed explanation of the signs and symptoms which result from the changes in physiology is required.</p> <p>Evidence might be in the form of a holistic report. There is also scope for a detailed comparison to be developed between types 1 and 2, which might be presented as a report or presentation.</p> | |
| <p>Types of evidence</p> | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation • case study. | |

| Learning outcomes The learner will: | Assessment points The learner must know: |
|---|--|
| 5. Understand gestational diabetes | 5.1 How gestational diabetes occurs |
| | 5.2 The key features of gestational diabetes |
| | 5.3 The signs and symptoms of gestational diabetes |

| Achievement descriptor | Explanation |
|---|--|
| <p>Uses technical terms consistently to explain a <u>wide range</u> of <u>sophisticated</u> knowledge, theories and concepts.</p> | <p>An explanation of the current theories relating to the cause of gestational diabetes is required, followed by detailed explanation of the signs and symptoms.</p> |
| <p>Delivery and assessment</p> | |
| <p>Learners should explain the possible causes of gestational diabetes, exploring and explaining the risk factors for developing the condition.</p> <p>A description of the key features of the condition is required, including: the risks to the mother and baby; the likely outcomes, including the risk of recurrence or of type 2 diabetes developing; during which stage of pregnancy it is most likely to occur; and the implications for future pregnancies.</p> <p>A detailed explanation is required of the signs and symptoms which result from the changes in physiology; similarities with type 2 diabetes; how it is diagnosed; and how some of the signs might be masked by changes resulting from pregnancy.</p> <p>Evidence might be presented holistically, perhaps as a report or presentation. Detailed descriptions and explanations are required which are appropriate to the level of the qualification.</p> | |
| <p>Types of evidence</p> | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation. | |

Unit 02: Diabetes in context



| | | | |
|-----------------------------------|--|-------------------|---|
| Unit reference | K/615/7129 | Unit level | 3 |
| Unit group | Mandatory | | |
| Unit guided learning hours | 30 | | |
| Unit summary | In this unit, learners will gain an understanding of the wider context of diabetes and its consequences for society, the individual, their family and friends. | | |

| Learning outcomes The learner will: | Assessment points The learner must know: |
|---|---|
| 1. Understand diabetes in society | 1.1 The prevalence of diabetes in society |
| | 1.2 The impact and implications of diabetes for wider society |
| | 1.3 Public health initiatives related to diabetes |

| Achievement descriptor | Explanation |
|---|---|
| <p>Makes reasoned and <u>balanced</u> conclusions <u>based on the information</u>, ie weighs up pros and cons and then makes a decision and explains why.</p> | <p>The learner is required to investigate the impact of diabetes on society, analyse the data obtained and selected prevention initiatives, and then draw conclusions based on the evidence obtained.</p> |
| <p>Delivery and assessment</p> | |
| <p>Learners should research the prevalence of diabetes over time. The impact of the disease historically, currently and in the near future should be described at a societal level, including data on morbidity and mortality. This also needs to include prevalence rates of the different types of diabetes and how this has changed.</p> <p>A wide view is required of the condition as a whole, including co-existing conditions, consequences of diabetes and its impact on society. For example, the impact on the national economy in terms of economic output and demands on health services, employment, the working population and demographics.</p> <p>A range of messages put forward via public health campaigns or initiatives related to diabetes should be examined and described, the aims and objectives defined and the intended outcomes analysed in terms of what might and might not be achieved. This can include any campaign which bears on the problem, such as those related to diet, lifestyle and exercise, and initiatives such as changes to taxation.</p> <p>A report or presentation might present evidence for this learning outcome holistically or might address each assessment point separately. Given the data available, evidence which is rich in factual content is expected.</p> | |
| <p>Types of evidence</p> | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation. | |

| Learning outcomes The learner will: | Assessment points The learner must know about: |
|--|--|
| 2. Understand the impact of diabetes on the individual | 2.1 The impact on the individual of receiving a diagnosis of diabetes |
| | 2.2 How the experience of living with diabetes affects individuals in different ways and at different stages of life |
| | 2.3 How an individual's diagnosis of diabetes affects others |
| | 2.4 Legal implications for individuals with diabetes |

| Achievement descriptor | Explanation |
|---|--|
| <p>Makes reasoned and <u>balanced</u> conclusions <u>based on the information</u>, ie weighs up pros and cons and then makes a decision and explains why.</p> | <p>The learner is required to investigate the impact of diabetes on the individual and others, considering a wide range of issues, then draw reasoned conclusions.</p> |
| <p>Delivery and assessment</p> | |
| <p>The possible immediate impact of the diagnosis should be described, both in terms of life-changing consequences and mental and physical well-being. Evidence should reflect differences in impact between diagnosis of type 1 and type 2 diabetes, and consider wider immediate issues such as employment, change of status, mortality and transition to a new lifestyle. They should also consider the impact of a diagnosis of diabetes depending on the age of the individual (in childhood, as a young adult, older adult, senior adult).</p> <p>Individuals vary and will respond differently to having to live with diabetes and, possibly, co-existing conditions or the complications of diabetes. This will also depend on whether the diabetes is type 1 or type 2.</p> <p>A range of individual responses to living with the condition should be described, dealing with differences resulting from the age of the individual, with the possible consequences in each case. The descriptions should include:</p> <ul style="list-style-type: none"> • the influence of the individual’s personal resilience and outlook on life • employment • insurance • travel (including carriage, storage and administration of insulin/other medication and equipment) • driving and operating machinery • decision-making around family planning and pregnancy • future longer-term care needs • the effects of possible blame and stigmatisation • the need for self-education about the condition and the concept of the expert patient. <p>The effects on other family members and possible consequences of different views on treatment should be explored, together with many of the issues identified in 2.2 above.</p> | |

Delivery and assessment (cont'd)

The legal position of the individual with diabetes should be described. Relevant legislation needs to be clearly identified and the relevant provision explained, including workplace law and employer responsibilities, discrimination, and regulations related to driving. Consideration should be given to consent and the individual's right to refuse treatment under mental capacity legislation.

This learning outcome requires the learner to consider in detail the effects on the individual both in the short and long term. This could be achieved with the use of Tutor-devised case studies reports or presentations.

Types of evidence

Evidence could include:

- report
- case studies
- presentation.

Unit 03: Understand the treatment and management of diabetes



| | | | |
|-----------------------------------|--|-------------------|---|
| Unit reference | D/615/7130 | Unit level | 3 |
| Unit group | Mandatory | | |
| Unit guided learning hours | 36 | | |
| Unit summary | In this unit, learners will gain understanding of the treatment and management of diabetes. They will also consider the benefits of a healthy diet, exercise and lifestyle and the role of, and sources of, support. | | |

| Learning outcomes The learner will: | Assessment points The learner must know: |
|--|---|
| 1. Understand how diabetes is assessed and diagnosed | 1.1 The process of screening for: <ul style="list-style-type: none"> • assessment of risk • diagnosis of diabetes |
| | 1.2 The care pathways for diabetes |

| Achievement descriptor | Explanation |
|---|---|
| <p>Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.</p> | <p>Learners are required to explain how risk assessments and the diagnosis of diabetes are completed, providing a detailed description using appropriate terminology.</p> |
| <p>Delivery and assessment</p> | |
| <p>The risk assessment* and process of diagnosis should be described in detail. The range of tests available for use should be described, explaining how the results are interpreted to support a diagnosis.</p> <p>Learners should describe the role of care pathways in optimising care, and provide a detailed overview of the diabetes pathways published by the National Institute for Health and Care Excellence (NICE) and their relationship to guidance (pathways.nice.org.uk/pathways/diabetes).</p> <p>*Learners might find the risk-assessment tool on the Diabetes UK website, (www.diabetes.org.uk) useful in exploring this.</p> | |
| <p>Types of evidence</p> | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • research • presentation. | |

| Learning outcomes The learner will: | Assessment points The learner must know about: |
|---|--|
| 2. Understand the role of a healthy lifestyle in minimising diabetes risk | 2.1 The importance of early diagnosis and intervention |
| | 2.2 The influence of nutrition on the risk of type 2 diabetes and the complications associated with type 1 and type 2 diabetes |
| | 2.3 The dietary requirements for maintaining health |
| | 2.4 The differences in individual dietary needs and preferences |
| | 2.5 The benefits of physical exercise in maintaining health and managing diabetes risk |
| | 2.6 Other lifestyle factors which influence diabetes risk |
| | 2.7 Potential barriers to maintaining a healthy lifestyle |

| Achievement descriptor | Explanation |
|--|--|
| <p>Makes reasoned and <u>balanced</u> conclusions <u>based on the information</u>, ie weighs up pros and cons and then makes a decision and explains why.</p> | <p>The learner is required to research the influence of a healthy lifestyle, clearly describe the components and weigh up the pros and cons in a real-world context.</p> |
| <p>Delivery and assessment</p> | |
| <p>Learners should give an explanation of how early diagnosis can potentially impact on long-term outcomes. An outline of possible consequences is required but is covered in more depth in unit 4.</p> <p>The influence of different diets should be considered, including hydration. Evidence should reflect current research in this area, especially concerning dietary sugar.</p> <p>Robust evidence of understanding is required here. Individuals with diabetes are advised to follow a healthy balanced diet, and this needs to be explained. Learners will need to summarise current guidance on a healthy diet (including hydration) and describe the food groups*. Nutrients and their sources should also be described, including their role in maintaining health. The learner should describe the importance of eating a wide variety of foods and the influence on nutritional values of different cooking/preparation methods. Learners' evidence must also consider factors influencing energy requirements, and the relationship between energy intake (basal metabolic rate (BMR)), energy expenditure (physical activity level (PAL)) and weight (body mass index (BMI)).</p> <p>A description of how dietary needs differ from individual to individual is required. Learners should consider the influence of age, the roles of personal preference (eg likes/dislikes, vegetarianism), religion and culture and the influence of others (eg partner, other family members, carers, peers) on diet. Learners should show how a healthy diet is possible and realistic, even with a range of constraints as described.</p> <p>Learners should describe the effects on metabolism of exercise with reference to the 'energy balance', including current guidance for health and the specific benefits for those diagnosed with diabetes.</p> | |

Delivery and assessment (cont'd)

A range of other lifestyle factors should be described, together with their potential impact on diabetes risk.

Some assessment points might be usefully combined, and much of the content of this learning outcome might be addressed with the use of Tutor-devised case studies and/or diet plans. The evidence for 2.7 in particular needs to demonstrate the learner's understanding of difficulties presented in a real-world context.

* For current guidance at the time of publication, see the 'Eatwell Guide' (www.nhs.uk/Livewell/goodfood/Pages/the-eatwell-guide.aspx – this may be subject to change).

Types of evidence

Evidence could include:

- report
- research
- case study
- presentation.

| Learning outcomes The learner will: | Assessment points The learner must know about: |
|---|--|
| 3. Understand diabetes treatment and management | 3.1 The self-management of diabetes |
| | 3.2 How diabetes is monitored |
| | 3.3 The common medications used to treat diabetes |
| | 3.4 The possible reasons for poor glucose control |
| | 3.5 The possible consequences of poor glucose control |

| Achievement descriptor | Explanation |
|--|---|
| <p>Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.</p> | <p>Learners are required to describe current practice regarding the treatment and management of diabetes using appropriate specialist language.</p> |
| <p>Delivery and assessment</p> | |
| <p>A detailed description of the self-management of diabetes is required, including the tasks undertaken and decisions made by the individual on a day-to-day basis, and the factors that contribute to glucose control. Learners will need to explain carbohydrate counting and insulin dosage.</p> <p>All aspects of regular monitoring should be covered, including blood glucose and lipids, blood pressure and the condition of the feet, eyes and kidney function. The monitoring of blood glucose should be explained in detail: the methods, devices used for testing, the interpreting of results and optimal ranges. Both self-monitoring and clinician-led monitoring should be included. Consideration should also be given to new developments, for example the technological support available via phone apps.</p> <p>Each of the types of medication used in the treatment of diabetes needs to be described and explained in terms of how they manage blood glucose levels and the typical administration regime. This should include both oral and injected preparations, the different types of insulin and their use, and associated equipment. Adverse reactions also need to be covered, as does how and why insulin is seen as a high-risk medication.</p> <p>A range of possible reasons for poor glucose control should be described. These should include issues around the individual’s acceptance of the diagnosis, lifestyle, understanding, fear, intercurrent illness, and other reasons. It is important that possible reasons for poor control are explained in each case.</p> <p>The possible consequences of poor glucose control need to be outlined and should include high and low levels. As they are covered in more detail in Unit 4, a detailed explanation is not required, but both the short- and long-term consequences should be included.</p> | |
| <p>Types of evidence</p> | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • research • presentation. | |

| Learning outcomes The learner will: | Assessment points The learner must know about: |
|--|--|
| 4. Understand the support available for diabetes | 4.1 The benefit of support for individuals diagnosed with or affected by diabetes |
| | 4.2 The role of professionals involved in the treatment and management of diabetes |
| | 4.3 Sources of local support for diabetes |
| | 4.4 National sources of information and support for diabetes |

| Achievement descriptor | Explanation |
|---|---|
| <p>Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.</p> | <p>The learner is required to research available services and support for those diagnosed or affected by diabetes and apply this using appropriate terminology.</p> |
| <p>Delivery and assessment</p> | |
| <p>Learners are required to describe in detail the potential benefits of information and support for those diagnosed with diabetes, and those affected by it. This should also include, for example, the enablement role of education programmes, such as Diabetes Education and Self-Management for Ongoing and Newly Diagnosed (DESMOND) and the Expert Patient Programme, their influence on physical and mental well-being, and issues of control and empowerment.</p> <p>The role of a range of professionals involved in delivering screening, monitoring care and treatment should be described, including those involved in the treatment of other conditions associated with diabetes.</p> <p>Sources of local support for the condition should be identified and the services offered described. Where there are no services local to the learner, this can reflect services in the nearest large town or city.</p> <p>National organisations should be identified and the range of services offered described.</p> <p>Evidence for this learning outcome could be presented as a detailed case study which identifies support needs for an individual (and others) and considers how they may be met via a combination of national and local services.</p> | |
| <p>Types of evidence</p> | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • research • case study • presentation. | |

Unit 04: Understand the complications of diabetes



| | | | |
|-----------------------------------|--|-------------------|---|
| Unit reference | H/615/7131 | Unit level | 3 |
| Unit group | Mandatory | | |
| Unit guided learning hours | 44 | | |
| Unit summary | In this unit, learners will gain a detailed understanding of the range of common complications of diabetes and the consequences on physical health for the individual. | | |

| Learning outcomes The learner will: | Assessment points The learner must know: |
|---|--|
| 1. Understand hypoglycaemia | 1.1 The causes of hypoglycaemia, the associated risks and how to manage them |
| | 1.2 The signs and symptoms of hypoglycaemia |
| | 1.3 The actions required to treat hypoglycaemia |

| Achievement descriptor | Explanation |
|--|---|
| Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context. | Using appropriate language, learners are required to describe hypoglycaemia, explain its causes and how it can be managed |
| Delivery and assessment | |
| <p>Learners should identify and explain the common causes of hypoglycaemia, identify the risks associated with it and then describe how to manage those risks.</p> <p>The learner should identify the early (or warning) signs of hypoglycaemia and describe the symptoms as the condition progresses, covering the risks and consequences of untreated hypoglycaemia. Learners also need to explain how hypoglycaemia is confirmed in an emergency.</p> <p>A description of the actions required to treat hypoglycaemia is required. This should consider the range of interventions required, depending on the stage of the condition.</p> | |
| Types of evidence | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation. | |

| Learning outcomes The learner will: | Assessment points The learner must know: |
|---|---|
| 2. Understand hyperglycaemia | 2.1 The causes of hyperglycaemia |
| | 2.2 How to manage associated risks of hyperglycaemia |
| | 2.3 The signs and symptoms of hyperglycaemia |
| | 2.4 The actions required to treat hyperglycaemia |
| | 2.5 What diabetic ketoacidosis (DKA) is and why it is considered an emergency |

| Achievement descriptor | Explanation |
|--|--|
| <p>Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.</p> | <p>Using appropriate language, learners are required to describe hyperglycaemia, explain its causes and how it can be managed.</p> |
| <p>Delivery and assessment</p> | |
| <p>Learners should identify and explain causes of hyperglycaemia, identify the short- and long-term risks associated with it, and then describe how to manage those risks. This should include a description of hyperosmolar hyperglycaemic state.</p> <p>The signs and symptoms of hyperglycaemia should be described. Terms such as ‘polyuria’, ‘polydipsia’ and ‘polyphagia’ should be defined.</p> <p>A description of the possible actions required to treat hyperglycaemia is required. This will depend on cause, severity and frequency of occurrence.</p> <p>The causes and potential consequences of diabetic ketoacidosis should be explained, including the physiology of the condition.</p> | |
| <p>Types of evidence</p> | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation. | |

| Learning outcomes The learner will: | Assessment points The learner must know: |
|---|--|
| 3. Understand diabetic neuropathy | 3.1 The different types of neuropathy associated with diabetes |
| | 3.2 The causes of neuropathy associated with diabetes |
| | 3.3 The effects and consequences of each type of neuropathy |
| | 3.4 How to avoid or manage neuropathy |

| Achievement descriptor | Explanation |
|---|--|
| <p>Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.</p> | <p>Using appropriate language, learners are required to explain the causes of neuropathy, describe the types and the consequences of the condition, and explain how it can be managed.</p> |
| <p>Delivery and assessment</p> | |
| <p>A description of neuropathy in general terms is required, followed by a description of the three different types: sensory; autonomic; motor.</p> <p>The causes need to be explained, as does the relationship to poor diabetes management over time.</p> <p>Detailed evidence of understanding is required of a range of effects and possible long-term consequences of each type of neuropathy. This should include an outline of the signs and symptoms in each case, and a detailed examination of both physical and psychological impacts for the individual.</p> <p>A description of how the condition is managed and/or treated is required. This needs to include monitoring and foot care.</p> <p>Learners could use a detailed Tutor-devised case study to provide a framework for this learning outcome, possibly combining other selected learning outcomes in this unit.</p> | |
| <p>Types of evidence</p> | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation • case study. | |

| Learning outcomes The learner will: | Assessment points The learner must know about: |
|---|--|
| 4. Understand diabetic retinopathy | 4.1 Diabetic retinopathy, the early signs and types |
| | 4.2 The causes of retinopathy in diabetes |
| | 4.3 How to avoid or manage retinopathy |

| Achievement descriptor | Explanation |
|---|---|
| <p>Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.</p> | <p>Using appropriate language, learners are required to explain the causes of retinopathy, describe the types and the consequences of the condition, and explain how it can be managed.</p> |
| <p>Delivery and assessment</p> | |
| <p>Learners are required to provide a brief description of the types, such as background retinopathy, maculopathy and proliferative retinopathy, including the consequences and early signs. They should also demonstrate an understanding of the anatomy and physiology of the eye.</p> <p>The causes of retinopathy should be explained. Learners could use diagrammatic illustration to show understanding.</p> <p>A description of how the condition is managed and/or treated is required.</p> <p>As with learning outcome 3, learners could use a detailed Tutor-devised case study to provide a framework, possibly combining other selected learning outcomes in this unit.</p> | |
| <p>Types of evidence</p> | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation • case study. | |

| Learning outcomes The learner will: | Assessment points The learner must know: |
|--|---|
| 5. Understand cardiovascular disease and stroke in association with diabetes | 5.1 Signs, symptoms and potential consequences of cardiovascular disease |
| | 5.2 The risk factors and causes of cardiovascular disease, including those associated with diabetes |
| | 5.3 The increased risk of cardiovascular disease that is presented by diabetes |
| | 5.4 How to limit the risk of cardiovascular disease, including those presented by diabetes |

| Achievement descriptor | Explanation |
|--|--|
| <p>Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.</p> | <p>Using appropriate language, learners are required to describe cardiovascular disease, its risks, its relationship to diabetes, and how it may be managed.</p> |
| <p>Delivery and assessment</p> | |
| <p>Learners are required to describe cardiovascular disease and its signs, symptoms and consequences, including angina, heart failure, peripheral vascular disease, myocardial infarction and stroke. This needs to include transient ischaemic attacks and the use of the FAST test.</p> <p>A detailed explanation of the various risk factors and causes is required, including an explanation of how poorly controlled diabetes may result in macrovascular and microvascular disease.</p> <p>Learners should define the increased risk of cardiovascular disease for those with diabetes in terms of percentage rates for men and women.</p> <p>A description of how the risk of cardiovascular disease may be managed and/or treated is required.</p> <p>As with learning outcome 3, learners could use a detailed Tutor-devised case study to provide a framework, possibly combining other selected learning outcomes in this unit.</p> | |
| <p>Types of evidence</p> | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation • case study. | |

| Learning outcomes The learner will: | Assessment points The learner must know about: |
|---|---|
| 6. Understand kidney disease associated with diabetes | 6.1 Kidney disease, the signs, symptoms and potential consequences |
| | 6.2 The risk factors and causes of kidney disease associated with diabetes |
| | 6.3 The increased risk of kidney disease that is presented by diabetes |
| | 6.4 How to limit the risk of kidney disease including those presented by diabetes |

| Achievement descriptor | Explanation |
|--|--|
| <p>Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.</p> | <p>Using appropriate language, learners are required to describe kidney disease, its risks, its relationship to diabetes, and how it may be managed.</p> |
| <p>Delivery and assessment</p> | |
| <p>Learners are required to describe kidney disease and its signs, symptoms and consequences, including how it might be detected in the early stages. A description of normal kidney function is required, as well as the effects of kidney failure on health.</p> <p>Nephropathy should be defined. Learners should then describe the risk factors and causes of kidney disease in diabetes, explaining how diabetes, if uncontrolled, may result in nephropathy.</p> <p>Learners should define the increased risk of kidney disease in terms of percentage rates for those with diabetes.</p> <p>A description of how the risk of kidney disease may be managed and/or treated is required.</p> <p>As with learning outcome 3 and others, learners could use a detailed Tutor-devised case study to provide a framework, possibly combining other selected learning outcomes in this unit.</p> | |
| <p>Types of evidence</p> | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • presentation • case study. | |

Section 4: Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

| Ref | Assessment Method | Assessing Competence/ Skills | Assessing Knowledge/ Understanding |
|-----|--|---------------------------------|---------------------------------------|
| A | Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice | Yes | Yes |
| B | Professional discussion | Yes | Yes |
| C | Expert Witness evidence* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles | Yes | Yes |
| D | Learner's own work products | Yes | Yes |
| E | Learner log or reflective diary | Yes | Yes |
| F | Activity plan or planned activity | Yes | Yes |
| G | Observation of children, young people or adults by the learner | Yes | Yes |
| H | Portfolio of evidence <ul style="list-style-type: none"> may include simulation** | Yes | Yes |
| I | Recognition of prior learning | Yes | Yes |

| Ref | Assessment Method | Assessing Competence/ Skills | Assessing Knowledge/ Understanding |
|-----|--|---------------------------------|---------------------------------------|
| J | Reflection on own practice in real work environment | Yes | Yes |
| K | Written and pictorial information | No | Yes |
| L | Scenario or case study | No | Yes |
| M | Task set by NCFE CACHE (for knowledge learning outcomes) | No | Yes |
| N | Oral questions and answers | Yes | Yes |

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an Expert Witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner’s performance.

** **Simulation.** A learner’s Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the Internal Assessment Tasks: Guidance for Centres document on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

Quality assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE CACHE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE CACHE.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on our website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the NCFE website.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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Version 3.4 October 2023

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

Qualification title and reference number:

NCFE CACHE Level 3 Certificate in Understanding the Care and Management of Diabetes 603/1609/3

Publication date

| | |
|-------------|----------------|
| Version 1.0 | September 2017 |
| Version 2.0 | October 2017 |
| Version 3.0 | September 2018 |
| Version 3.1 | February 2020 |
| Version 3.2 | June 2022 |
| Version 3.3 | June 2023 |
| Version 3.4 | October 2023 |

Publisher

Registered Office: NCFE, Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT
Registered Company No: 02896700 (England and Wales)
Registered Charity No: 1034808