

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

Candidate Assessment – Part A / Assessment 1

Candidate Details

Please complete all of the following in BLOCK CAPITALS and in BLACK PEN

Name:

Address:

Post Code:

Mobile Number

Work Number:

Home Number:

Preferred Number:

Preferred contact time(s): Morning Late afternoon Anytime

Early afternoon Evening

E-mail (please print clearly):

Employer:

College:

Candidate Statement

I have completed the following assessment and confirm all the work is my own.

Signed:

Date:

TO BE COMPLETED BY THE TUTOR

Tutor Name:

Date:

Signature:

Pass

Refer

ASSESSMENT QUESTIONS

Please complete **ALL** the answers to the questions in each of the sections and submit these together.

This assessment workbook contains questions in relation to the information provided in your learning resource pack.

Please:

- Read your learning resource before attempting to answer these assessment questions
- Fully complete, sign and date the candidate information on the front sheet overleaf
- Answer **ALL** questions **IN FULL**
- Check you have answered each question fully before submitting to your tutor for marking
- Make sure you supply any research materials together with your assessment.

(Please note: read each question carefully as there may be more than one answer required).

Tips for understanding how to answer the questions

Describe

If you are asked to describe something you should state the features in such a way that another person could recognise what you are describing if they saw it.

An example might be: **Describe a donkey**. It would be insufficient to state “has four legs and a back” as this could be a chair. A description stating “a four legged animal, long tail, mane, similar to a horse but generally smaller, makes a unique sound like “eeyor” often repeatedly.” Would probably allow another person to recognise your description as a donkey.

Explain / discuss

Give details which make what you are trying to say clear to the reader. As a general rule, this type of question requires the most in depth answer.

State

Usually requires a shortened answer, which could be a list or a single sentence. Several questions take the form of “state what the letters ‘BBC’ stand for”. The answer would simply be “British Broadcasting Corporation”.

Outline

This type of question needs a brief answer which does not include much detail, but covers all steps, stages or parts involved. A question asking you to outline how to catch a train would require an answer along the lines of “check train times, choose train, go to station, buy ticket and board train”. It would not expect you to include the detail of **how** you would do these things.

Identify

This means to give sufficient detail so that someone else can recognise your description. This is sometimes used instead of “state”, so think what the question is asking for.

Demonstrate

Means just that. Show someone what you do.

UNIT 1: UNDERSTAND DIABETES

Q1. Explain what 'blood glucose' is.

Q2. Describe the difference between simple and complex carbohydrates.

a) Simple Carbohydrates

b) Complex Carbohydrates

Q3. Define the following terms:

a) Glycaemia

b) Hypoglycaemia

c) Hyperglycaemia

Q4. Describe the pre-diabetic state.

Q5. Describe how insulin is produced in the body.

Q6. Explain how insulin affects blood glucose levels.

Q7. Describe what is meant by 'insulin resistance'.

Q8. Describe what is meant by the term 'diabetes'.

Q9. Outline the key features of Type 1 diabetes.

Q10. Outline the key features of Type 2 diabetes.

Q11. Explain the causes of Type 1 and Type 2 diabetes.

Type 1	Type 2

Q12. Explain how gestational diabetes occurs.

Q13a. Identify the prevalence of the different forms of diabetes.

Q13b. Give an example of how the prevalence of diabetes is changing over time.

Q14. Identify risk factors associated with the development of Type 2 diabetes giving examples within your answer.

Q15. Describe ways that individuals can reduce their risk of developing Type 2 diabetes.

Q16. Describe the likely signs and symptoms of diabetes.

Q17. Identify methods of assessing individuals at risk of Type 2 diabetes.

Q18. Outline the process of screening for diabetes giving examples of screening tests.

UNIT 2: PREVENTION AND EARLY INTERVENTION OF TYPE 2 DIABETES

Q1. Explain ways to prevent or delay the onset of Type 2 diabetes.

Q2. Identify tests available for monitoring individuals at risk of developing Type 2 diabetes.

Q3. Explain why frequent monitoring tests should be undertaken.

Q4. Explain the importance of a balanced diet for people with Type 2 diabetes.

Q5. Explain how carbohydrates affect blood glucose levels.

Q6. Outline the importance of a carbohydrate controlled diet in preventing prolonged raised blood glucose levels.

Q7. Explain the importance of weight management for people with Type 2 diabetes.

Q8. Explain how exercise lowers blood glucose levels.

Q9. Explain how the following can affect diabetes:

a) Smoking

b) Alcohol

c) Substance Use

d) A sedentary lifestyle

Assessment Checklist

Now you have completed this assessment booklet, please now complete the final checklist:

I have answered all of the assessment questions

I can confirm all the work in the assessment is my own

Name:

Signed

CONGRATULATIONS!

You have now completed your Part A / Assessment 1. Please make sure you have completed all questions fully and you have filled in the front cover page with your personal details.

You now need to submit your answers to be marked. Please follow the instructions as detailed in your induction.

Your tutor will mark your mark and provide robust feedback. Should your paper be referred, you will be required to resubmit answers until you have passed.

Please contact our support team if you require any further advice or guidance.