

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

## **Candidate Assessment – Part B / Assessment 2**

### **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 3: UNDERSTANDING THE INITIAL CARE OF DIABETES**

**Q1. Describe how the experience of living with diabetes affects individuals in different ways.**

**Q2. Describe how the attitudes and behaviour of others may have an impact on someone with diabetes, including the effects of stigma and negative social attitudes.**

**Q3. Give examples of ways to improve social attitudes towards people with diabetes.**

**Q4. Identify the legal rights of individuals with diabetes.**

**Q5. Identify how the law relates to drivers who have diabetes.**

**Q6. Explain why individuals with diabetes should inform their employer.**

**Q7. Explain the importance of a person-centred approach when working with an individual with diabetes.**

**Q8. Describe how to support individuals to make informed decisions about managing their condition giving examples of ways to help them.**

**Q9. Describe how to work with individuals to develop self-care skills for managing diabetes including five examples of types of support that you could provide or direct them to.**

**a)**

**b)**

**c)**

**d)**

**e)**



**Q10. Outline the advice given to individuals with diabetes in relation to:**

**a) Nutrition**

**b) Exercise**

**c) Lifestyle**

**Q11. Describe additional support individuals can access to help self-management of diabetes.**

**Q12. Identify the normal range for:**

**a) Blood glucose**

**b) Blood Pressure**

**Q13. Explain the importance of accurate monitoring of:**

**a) Blood glucose**

**b) Urine**

**c) Blood pressure**

**Q14. Identify the equipment and tests used for monitoring diabetes.**

**Q15. Describe the requirements for recording and reporting of diabetes monitoring activity.**

**Q16. Explain how individuals can be encouraged to contribute to the monitoring process.**

## **UNIT 4: UNDERSTANDING THE TREATMENT AND MANAGEMENT OF DIABETES**

**Q1. Outline the care pathway for diabetes.**

**Q2. Describe the different types of medication used to treat Type 1 and Type 2 diabetes.**

**a) Type 1 medication**

**b) Type 2 medication**

**Q13. Describe the importance of diet and exercise for optimising blood glucose at the correct levels.**

**a) Diet**

**b) Exercise**

**Q4. Identify how different forms of treatment can have an impact on an individual's daily life.**

**Q5. Identify common causes of hypoglycaemia.**

**Q6. Outline the signs and symptoms of hypoglycaemia.**



**Q7. Identify how hypoglycaemia is confirmed in an emergency.**

**Q8. Describe the action to take if an individual has hypoglycaemia.**

**Q9. Identify possible causes of hyperglycaemia.**

**Q10. Outline the signs and symptoms of hyperglycaemia.**

**Q11. Describe what action to take if an individual has hyperglycaemia.**

**Q12. Outline how stress and illness affect blood glucose.**

**a) Stress**

**b) Illness**

**Q13. Identify what is meant by ketoacidosis.**

**Q14. Describe a range of complications associated with diabetes.**

**Q15. Explain the links between diabetes and:**

**a) Cardiovascular disease**

**b) Dementia**

**c) Depression**

**Q16. Outline the long-term health consequences of developing Type 2 diabetes.**

**Q17. Suggest ways to prevent illness and infection.**

**Q18. Identify how regular monitoring can help to prevent complications.**

**Q19. Outline the regular screening process used for early detection of long-term complications.**



**Q20. Explain the importance of foot care for people with diabetes.**

**Q21a. Describe the need for pre-pregnancy planning for those with diabetes.**

**Q21b. give four examples of what should be included in pre-pregnancy planning.**

**i)**

**ii)**

**iii)**

**iv)**

**Q22. Explain the importance of optimising blood glucose at the correct levels during pregnancy.**

## **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.