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| Unit Title: Diabetes Awareness | | |
| URN: D/503/1839 |  |  |
| Credit Value: 6 |  |  |
| Level: 3 |  |  |

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|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **You must be able to:** | | | |
| **1 Understand diabetes and the associated implications** | | | |
| 1.1 Define diabetes |  |  |  |
| 1.2 Identify prevalence rates for different types of diabetes |  |  |  |
| 1.3 Describe possible key long-term complications to health as a result of having diabetes |  |  |  |
| 1.4 Explain what is meant by the term hyperglycaemia |  |  |  |
| 1.5 Explain what is meant by the term hypoglycaemia |  |  |  |
| 1.6 Explain the procedure of referring an individual with diabetes to others |  |  |  |
| **2 Know the most common types of diabetes and their causes** | | | |
| 2.1 Describe key features of Type 1 diabetes |  |  |  |
| 2.2 Describe key features of Type 2 diabetes |  |  |  |
| 2.3 List the most common possible causes of diabetes:  Type 1  Type 2 |  |  |  |
| 2.4 Describe the likely signs and symptoms of diabetes |  |  |  |
| 2.5 Outline contributing risk factors that may lead to the development of Type 2 diabetes |  |  |  |

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| **3 Understand how to implement a person-centred approach when supporting individuals with diabetes** | | | |
| 3.1 Define person-centred support |  |  |  |
| 3.2 Explain the importance of using individualised care plans to support individuals with diabetes |  |  |  |
| 3.3 Explain the care pathway for the individual with newly diagnosed Type 2 diabetes |  |  |  |
| 3.4 Explain what self-care skills are |  |  |  |
| 3.5 Explain how to work with an individual, and or their carer, to optimise self-care skills |  |  |  |
| 3.6 Explain the importance of supporting individuals to make informed decisions |  |  |  |
| **4 Understand the nutritional needs of indivduals with diabetes** | | | |
| 4.1 Explain the principles of a balanced diet |  |  |  |
| 4.2 Analyse how different carbohydrates affect blood glucose level |  |  |  |
| 4.3 Explain the role of the nutritional plan and how to report any related problems |  |  |  |
| **5 Understand factors relating to an individual's experience of diabetes** | | | |
| 5.1 Describe how different individuals may experience living with diabetes |  |  |  |
| 5.2 Explain the impact that the attitudes and behaviours of others may have on an individual with diabetes |  |  |  |
| 5.3 Explain how an individual can manage their diabetes through different aspects of their lifestyle |  |  |  |

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|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **6 Understand the importance of monitoring diabetes** | | | |
| 6.1 Explain the importance of accurately measuring blood pressure when supporting individuals with diabetes |  |  |  |
| 6.2 Identify the normal parameters for blood pressure |  |  |  |
| 6.3 Explain the purpose of accurate blood glucose monitoring for individuals with diabetes |  |  |  |
| 6.4 State the normal blood glucose range |  |  |  |
| 6.5 Explain the purpose of accurate urine monitoring for individuals with diabetes |  |  |  |
| 6.6 Describe the annual review checks needed to screen for long term complications |  |  |  |
| **7 Understand the links between diabetes and other conditions** | | | |
| 7.1 Explain the links between diabetes and:  Dementia  Depression  Pregnancy |  |  |  |

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

**Assessor sign off of completed unit:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date: