



Quality Assurance  
Educator Assessment Form  
**Diabetes at Diagnosis, Key stages 3 and 4 (2<sup>nd</sup> edition)**  
**Section 3: Insulin and diabetes**

Educator name:
Assessment date:

<p style="text-align: center;">Assessor</p> <p>Name:</p> <p>Professional role:</p> <p>Place of work:</p>	<p>Specific areas the educator would like to be reviewed by assessor:</p>
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*Session content standards:*

	<b>As outlined in the curriculum, did the educator:</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1.	Use the storyboard to illustrate the action of bolus and basal insulin, using the steps outlined in the curriculum			
2.	Enable the CYP to demonstrate the action of bolus and basal insulin using the storyboard			
3.	Explain how starting doses of insulin are calculated and enable the CYP to fill in the relevant numbers in the workbook			
4.	Enable the CYP to fill in their doses of bolus insulin, either using a fixed dose or an ICR			
5.	Highlight the graph and explain the appropriate timing of insulin dose before food			
6.	Enable the CYP to fill in their basal insulin name and dose			
7.	Highlight the images of the possible injection sites in the workbook and discuss the pros and cons of each			
8.	Demonstrate the process of giving an insulin injection and ensure that the CYP is confident to perform an insulin injection			
9.	Highlight the images of lipohypertrophy in the workbook and the importance of regularly checking injection sites			



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*Session structure standards:*

	<b>As outlined in the curriculum, did the educator:</b>	<b>Yes</b>	<b>No</b>	<b>Examples:</b>
1.	Review the traffic light self-assessment from the previous session and identify whether any areas that need revisiting			
2.	Ensure that all activities within this section of the workbook were completed			

*Educator engagement standards:*

	<b>Did the educator:</b>	<b>Yes</b>	<b>No</b>	<b>Examples:</b>
1.	Encourage the CYP and their family to ask questions and talk about their worries and concerns			
2.	Regularly check the CYP and their family's understanding of the information presented to them			
3.	Listen and respond to the CYP and their family's comments and questions			
4.	Encourage the CYP and their family to come up with their own ideas of how to live with diabetes			
5.	Deliver the session at a pace that supported effective learning for the CYP and their family			

*Overall assessment:*

		<b>Yes</b>	<b>No</b>
1.	At least 50% of the standards were met		
2.	If less than 50% of the standards were met, a realistic action plan has been developed to address this		

Assessor signature .....

Educator signature .....