



Quality Assurance
Educator Assessment Form
Diabetes at Diagnosis, Key stages 3 and 4(2nd edition)
Section 5: Food 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:

	As outlined in the curriculum, did the educator:	Yes	No	Comments
1.	Emphasise the key messages in the workbook about food and Type 1 diabetes			
2.	Enable the CYP to tick the relevant statements relating to the aspects of a diet for people with and without Type 1 diabetes			
3.	Enable the CYP to fill in the details of their family meals			
4.	Explain The Eatwell Guide and the importance of each of the different food groups			
5.	Enable the CYP to complete the blank plate in their workbook with their usual family foods			
6.	Enable the CYP to identify 1-2 achievable small dietary change goals			
7.	Discuss possible strategies for mindful eating			
8.	Enable the CYP to list 2 foods that contain each of the key nutrients			
9.	Enable the CYP to complete the activity to match up the nutrients with the digested components			
10.	Discuss the different carbohydrate sources using the graphics in the workbook			
11.	Enable the CYP to identify foods that contain carbohydrate in the workbook activity			



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Session structure standards:

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

Educator engagement standards:

	Did the educator:	Yes	No	Comments
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:

		Yes	No
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