



Quality Assurance
Educator Assessment Form
Diabetes at Diagnosis, Key stages 3 and 4 (2nd edition)
Section 9: Insulin dose adjusting

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.	Review the CYP's completed diary and assess whether the CYP and family are ready to progress			
2.	Use the storyboard to explain insulin dose adjusting as detailed in the curriculum			
3.	Recap on basal and bolus insulin and enable the CYP to record their insulin name and dose in the workbook			
4.	Use the graphic in the workbook to explain insulin to carbohydrate ratios (ICR)			
5.	Enable the CYP to fill in their ICRs in the workbook			
6.	Enable the CYP to complete the insulin dose calculations in the workbook			
7.	Use the example in the workbook to explain correction dose			
8.	Enable the CYP to fill in their correction ratio			
9.	Explain the example in the workbook and enable the CYP to complete the insulin dose calculation activity			
10.	Discuss the top tips and snack ideas as listed in the workbook			
11.	Assess whether the CYP is ready to progress with insulin dose adjustment			



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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