



Quality Assurance
Educator Assessment Form
Diabetes at Diagnosis, Key stage 1 (2nd 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:

	As outlined in the curriculum, did the educator:	Yes	No	Comments
1.	Use the storyboard to illustrate the action of bolus and basal insulin, using the steps outlined in the curriculum			
2.	Enable the family to demonstrate the action of bolus and basal insulin using the storyboard			
3.	Explain how starting doses of insulin are calculated and enable the family to fill in the relevant numbers in the workbook			
4.	Enable the family to fill in their child's 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.	Explain the concept of a correction dose and ask the family to fill in their child's			
7.	Enable the family to fill in their basal insulin name and dose			
8.	Highlight the images of the possible injection sites in the workbook and discuss the pros and cons of each			
9.	Demonstrate the process of giving an insulin injection and ensure that the family is confident to perform an insulin injection			
10.	Highlight the images of lipohypertrophy in the workbook and the importance of regularly rotating and checking injection sites			



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Session structure standards:

	As outlined in the curriculum, did the educator:	Yes	No	Examples:
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:

	Did the educator:	Yes	No	Examples:
1.	Encourage the family to ask questions and talk about their worries and concerns			
2.	Regularly check the child family's understanding of the information presented to them			
3.	Listen and respond to the family's comments and questions			
4.	Encourage the 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 family			
6.	Include the child in the education as appropriate			

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