

DEN Educator Competences

The competences are presented according to requirements of the professional and their conduct and requirements of the professional in relation to the person with diabetes. The competences are referenced. The competences are also colour coded according to the theoretical framework of the competence. Suggested forms of evidencing the competences are presented.

RED text: Knowledge-based competency

BLUE text: Skill-based competencies

New No.	Competency – Delivery of diabetes education	How to evidence?
1	Identify and incorporate principles of adult and/or child learning theories to provide essential education to people with diabetes with pre and existing diabetes [DUK/NES].	Observation Case studies Provide evidence of philosophy of programme Provide samples of a teaching and learning session that utilises the philosophy and curriculum Provide written evidence of a curriculum with specific reference to learning theories and outcomes
2	Deliver clear and effective diabetes self management structured education encouraging active involvement and demonstrating good communication skills [DUK/NES].	Observation Case studies Audit Peer review Regular self reflection by professional Participant evaluations
3	Demonstrate how to manage group dynamics and group learning and discuss different methods of evaluating each individual's learning [DUK/NES].	Observation Case studies Peer review Self-reflection by professional Evaluation by group

		<ul style="list-style-type: none"> participants Knowledge based Questionnaires Lesson plans including detail of the activities Teach-back technique Demonstration of a skill
4	Utilise a variety of available educational resources and discuss the use of resources and strategies for children, young people and adults with disabilities, special needs and from different cultures [DUK/TREND/NES].	<ul style="list-style-type: none"> Observation Case studies Audit Self reflection by professionals Peer review Examples of resources
5	Reflect on delivery of the structured education: identify what went well, what went less well and changes should be made for future education sessions [DUK/NES].	<ul style="list-style-type: none"> Self-reflection diary Peer review Mentoring Participant evaluations Written evidence of changes made as a consequence of reflection
6	Develop relationships with children, young people, adults, their carer/family to support the person with diabetes in setting self-management goals [DUK].	<ul style="list-style-type: none"> Observation Case studies Written documentation
7	Assess attitude towards learning, enquire as to preferred learning style and aim to implement this style [DUK/TREND/NES].	<ul style="list-style-type: none"> Observation Case studies Verbal questioning Peer review Self-reflection by professional
8	Assess self-management education needs of the children, young people and adults with diabetes and carers [DUK/TREND/NES].	<ul style="list-style-type: none"> Observation Case studies Verbal questioning Self-referral by person with diabetes or carer Needs assessment questionnaire

9	Identify potential barriers to effective diabetes self-management education and utilise strategies to overcome these [DUK/TREND/NES].	Observation Case studies Self-reflection by professional Open discussion with individual groups
10	Facilitate children, young people and adults with diabetes, using motivational interviewing and behaviour change theories, in identifying realistic and meaningful self-management goals using the SMART protocol and developing an action plan to achieve them [DUK/NES].	Observation Case studies Testimonials from people with diabetes Audit of written action plan
11	Assist children, young people and adults with diabetes to help and support each other e.g. Diabetes UK Careline, local support groups [DUK].	Observation Case studies Testimonials from people with diabetes Self reflection by professionals Peer review
12	Provide non-judgemental advice to children, young people and adults with diabetes on health claim queries arising from the media, cultural or ethnic tradition [DUK/NES].	Observation Case studies Testimonials from people with diabetes Self reflection by professionals Peer review

References

TREND: TREND Career and Competences Framework for Diabetes Nursing
http://www.trend-uk.org/documents/TREND_3rd.pdf

DUK: DUK Career and Competences Framework for Dieticians and Frontline Staff
<http://www.dmeg.org.uk/Documents/Dietetic%20Competency%20Framework%202011.pdf>

NES: NHS Education for Scotland: APEDS & TAPEDS
http://www.diabeteseducationscotland.org.uk/docs/211112Diabetes%20-%20ADEPTS_TADEPTS-web-revised.pdf

NES: NHS Education for Scotland: Reviewers' Handbook
<http://www.diabeteseducationscotland.org.uk/docs/Patient/Diabetes%20-%20Reviewers%20Handbook-web-revised-F-RE.pdf>