

QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR ALLIED HEALTHCARE

What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding



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Introduction

Qualifications Pack- Diabetes Educator

SECTOR: HEALTHCARE

SUB-SECTOR: Allied Healthcare & Paramedics

OCCUPATION: Diet Assistant

REFERENCE ID: HSS/Q8701

ALIGNED TO: NCO-2004/NIL

Diabetes Educator: Health professionals involved in the care of people with diabetes through communication, counselling and education..

Brief Job Description: Individuals in this job are involved in understanding the impact of health behaviour and lifestyle on acute and chronic problems of diabetes and provide a comprehensive, cost effective and self-care management plan..

Personal Attributes: The job requires individuals to be capable of appreciating the significance of a multidisciplinary approach and work in collaboration with a team of healthcare professionals involved in the management of diabetes. The professional should also engage the patients by educating and providing them with skills and knowledge for effective management of diabetes..

Job Details	Qualifications Pack Code	HSS/Q8701		
	Job Role	Diabetes Educator		
	Credits (NSQF)	TBD	Version number	1.0
	Sector	Health	Drafted on	12/05/2013
	Sub-sector	Allied Health & Paramedics	Last reviewed on	10/07/2015
	Occupation	Diabetes Educator	Next review date	10/12/2016
	NSQC Clearance on	18/05/2015		

Job Role		Diabetes Educator
Role Description	Provides education and skills for effective diabetes management in patients with diabetes or at risk of developing diabetes	
NSQF level	4	
Minimum Educational Qualifications*	Class XII in preferably in Science or Home Science	
Maximum Educational Qualifications*	Not Applicable	
Training (Suggested but not mandatory)	Relevant professional qualification	
Minimum Job Entry Age	18 years	
Experience	Not Applicable	
Applicable National Occupational Standards (NOS)	<p>Compulsory:</p> <ol style="list-style-type: none"> 1. HSS/N 8701: Assess goals for diabetic and prediabetic 2. HSS/N8702: Set and plan goals for diabetic/pre diabetic patients 3. HSS/N8703: Implement and evaluate the performance of treatment plan 4. HSS/N8704: Document the patient record and follow-up activities. 5. HSS/N8705: Educate patient about insulin administration 6. HSS/N9601: Collate and communicate health information 7. HSS/N9603: Act within the limits of your competence and authority 8. HSS/N9606: Maintain a safe, healthy and secure environment 	

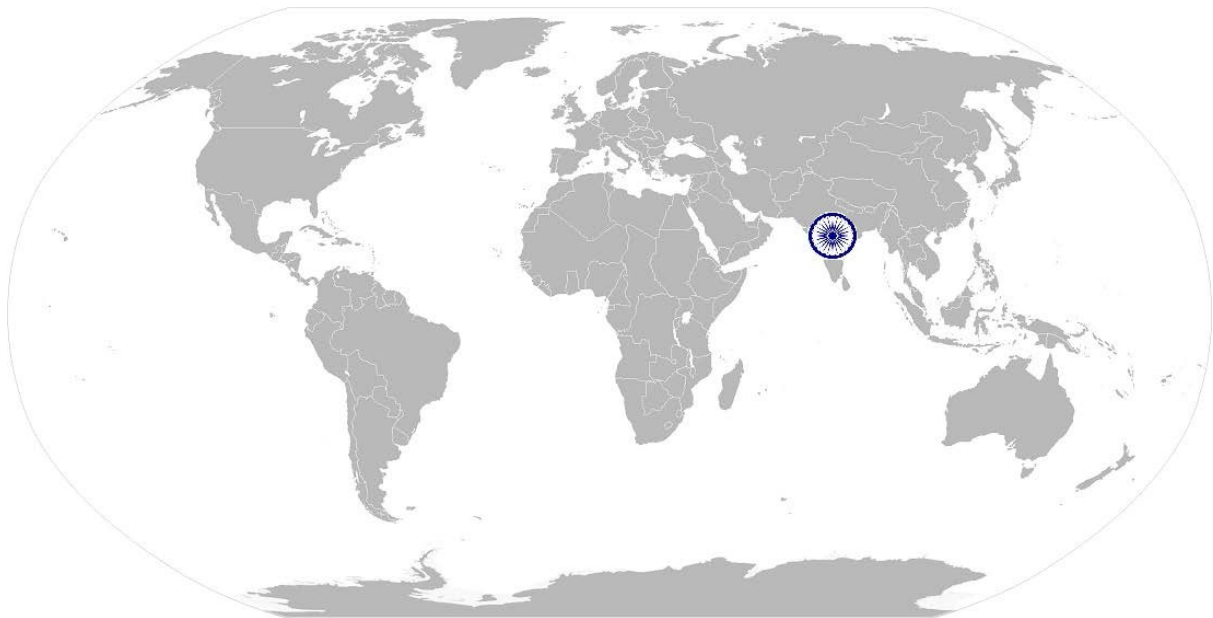
	Optional N.A
Performance Criteria	As described in the relevant OS units

Definitions

Keywords /Terms	Description
Core Skills/Generic Skills	Core Skills or Generic Skills are a group of skills that are essential to learning and working in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Knowledge and Understanding	Knowledge and Understanding are statements that together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Licensed Anaesthesia Provider	A licensed medical practitioners trained in Anaesthesia medicine
National Occupational Standards (NOS)	NOS are Occupational Standards that apply uniquely in the Indian context.
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Organisational Context	Organisational Context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
Qualifications Pack(QP)	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.

Scope	Scope is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on the quality of performance required.
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-functions	Sub-functions are sub-activities essential to fulfil the achieving the objectives of the function.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Unit Code	Unit Code is a unique identifier for an OS unit, which can be denoted with 'N'.
Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Vertical	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.
Keywords /Terms	Description
CAD	Coronary Artery Disease
DSME	Diabetes Self-Management Education
HTN	Hypertension
IIT	Insulin injection technique
NOS	National Occupational Standard(s)
OS	Occupational Standard(s)
QP	Qualifications Pack

National Occupational Standard



Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Diabetes Educator to conduct a thorough and individualized assessment of person with or at risk of diabetes. The process requires on-going collection and interpretation of relevant data.

HSS/N8701

Assess goals for diabetic and pre-diabetic

National Occupational Standard

Unit Code	HSS/N8701
Unit Title (Task)	Assess goals for diabetic and pre-diabetic
Description	This OS unit is about the tasks involved in performing an individualised assessment of a person with or at risk of diabetes..
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Collecting relevant data Analysing and interpreting data Performing individualised risk assessment General physical examination and Diabetes specific examination
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
	To be competent, the user/individual on the job must be able to: PC1. Compile and collect relevant information from different sources including family history, medical records and patient interview PC2. Appreciate and understand the significant impact of various life style and health practices on management of diabetes PC3. Appreciate the need to individualise patient profile to analyse data from the perspective of age, gender, race and general health condition
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Organisational policies and protocols KA2. Safety requirements set by accreditation agencies or statutory bodies KA3. How to communicate effectively with other members of the DSME team KA4. Aligning relevant stakeholders/ physicians
B. Technical Knowledge	The user/individual on the job needs to know and understand: KB1. The risks associated with diabetes and pre-diabetes KB2. The role of weight management through nutritional modification KB3. The role of physical activity and lifestyle patterns in diabetes management KB4. How to motivate the patients to maintain positive behavioural change KB5. The ability to evaluate and interpret signs and symptoms of diabetes and parameters to diagnose diabetes and pre-diabetes KB6. Comprehend signs and symptoms of complications of diabetes KB7. Comprehend signs and symptoms related to medical conditions like HTN, CAD
Skills (S)	
A. Core Skills/	Writing Skills

HSS/N8701

Assess goals for diabetic and pre-diabetic


Generic Skills	The user/ individual on the job needs to know and understand how to: SA1. Write various medical terms in error free English language SA2. Document and compile information from different sources regarding diabetic/pre-diabetic patient's profile SA3. Familiarity with MS office to store and document clinical/ patient data
	Reading Skills
	The user/individual on the job needs to know and understand how to: SA4. Read and understand medical and clinical information from patient's medical files SA5. Read and follow instructions specified by the other members of the DSME team
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA6. Speak in English language clearly so as to communicate information promptly with other team members and patient SA7. Use correct terminologies and techniques to elicit the appropriate response during patient interviews SA8. Speak at least one local language to communicate with the patient/patient relatives
B. Professional Skills	Decision Making
	The user/individual on the job needs to know and understand: SB1. What questions to ask in order to elicit the most accurate information during patient interview and examination SB2. How to select benchmarks/standards to compare the patient's performance for individualized risk assessment
	Plan and Organize
	The user/individual on the job needs to know and understand: SB3. The plan to collect patient data in a systemic and organised fashion from different sources including social support network, medical records, healthcare provider, family members or others SB4. The plan and identify the various topics to address during patient assessment. These topics can include: <ul style="list-style-type: none"> ○ Health and medical history ○ Nutrition history and practices ○ Physical activity and exercise behaviour ○ Physical factors and psychosocial concerns ○ History of substance abuse ○ Occupational, vocational, educational level along with social, cultural and religious practices ○ Access and ability to use healthcare resource
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB5. Uphold and protect the rights of the patient and maintain confidentiality SB6. Individualize patient risk assessment plan to address to patients needs and abilities to adhere to the requirements
	Problem Solving

HSS/N8701

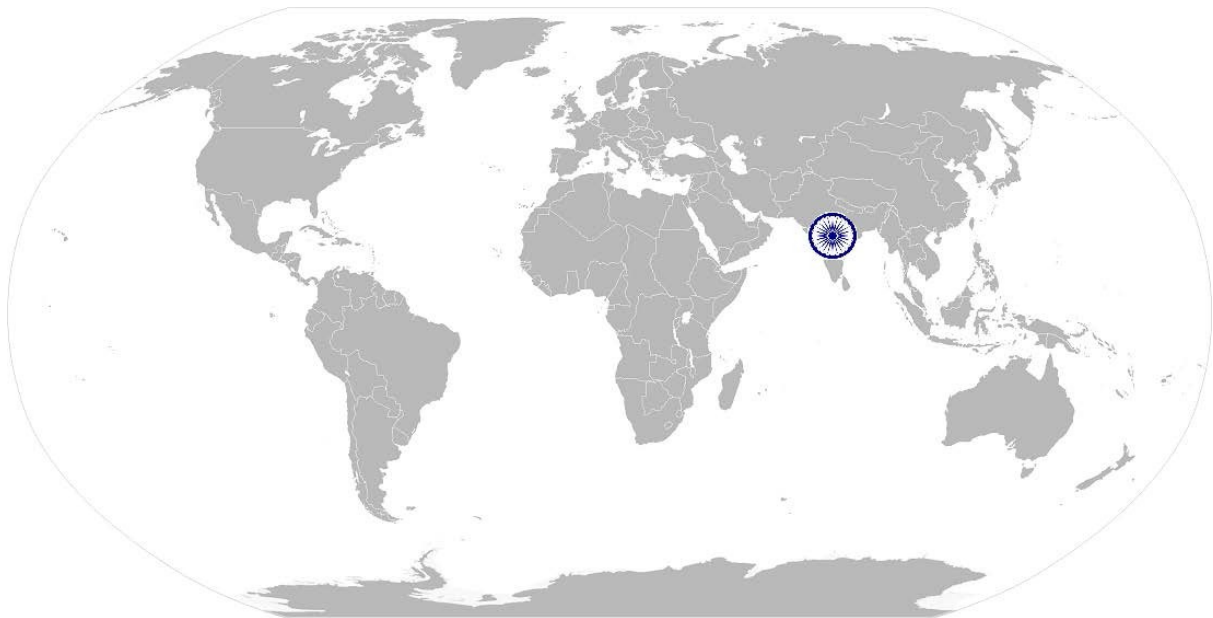
Assess goals for diabetic and pre-diabetic

	The user/individual on the job needs to know and understand how to: SB7. Analyse data with missing information SB8. Maintain positive behavioural change using motivation
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB9. Individualise and analyse patient profile to provide the most relevant and achievable treatment plan for management of diabetes or risk of developing diabetes
	Critical Thinking
	The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

NOS Version Control

NOS Code	HSS/N8701 		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation	Diabetes Educator	Next review date	24/12/16

National Occupational Standard



Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Diabetes Educator to identify mutually acceptable goals and achieve desired outcomes in the management of patients with diabetes/pre-diabetes, using diabetes care practices and established principles of teaching and learning..

HSS/N8702

Set and plan goals for patients with diabetes/ pre-diabetes

National Occupational Standard

Unit Code	HSS/N8702
Unit Title (Task)	Set and plan goals for patients with diabetes/pre-diabetes
Description	This OS unit is about working with the person with or at risk of diabetes to identify mutually acceptable goals to achieve desired outcomes, using diabetes care practices and established principles of teaching and learning.
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Setting goals and expressing them in clearly defined terms Identifying and describing specific instructional strategies which describe skills, ability, learning style and preferences of the client
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
	To be competent, the user/individual on the job must be able to: PC1. Engage patient to set mutually agreeable goals PC2. Express goals in clearly defined terms with measurable outcomes PC3. Ensure that goals are: <ol style="list-style-type: none"> Consistent with accepted diabetes practices and guidelines Developed in consideration with the resources available to the patient Appropriate as per the clients general state of health Balanced between risk and benefits of the patient's health PC4. Identify and describe specific instructional strategies to be used as per patient's preferences, culture, and lifestyle, skills, abilities and learning style
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Organizational/ Hospital Policies and best practices KA2. Safety requirements set by accreditation agencies or statutory bodies KA3. How to communicate effectively with other care givers of the DSME team KA4. Aligning relevant stakeholders and physicians
B. Technical Knowledge	The user/individual on the job needs to know and understand: KB1. The role of physical activity, nutrition, lifestyle patterns, medication, and diabetes education/ awareness in diabetes management KB2. How to motivate the patients to make an effort towards setting positive health goals and maintain positive behavioral change KB3. The health risks associated with diabetes and pre-diabetes KB4. How to engage the patient in appreciating the importance of weight management through nutritional modification for diabetes management
Skills (S)	
A. Core Skills/	Writing Skills

HSS/N8702

Set and plan goals for patients with diabetes/ pre-diabetes

Generic Skills	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Write in English language using correct medical terminologies</p> <p>SA2. Write down specific goals and measurable indicators in collaboration with the patients</p> <p>SA3. Document the plan for diabetes education and the various tools to be used</p> <p>SA4. Familiarity with MS office to store and document clinical/ patient data</p>
	Reading Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read instructions specified by other members of the DSME team</p> <p>SA6. Read communications with patients, as required</p> <p>SA7. Read about research studies and emerging trends in the field on regular basis to improve planning and goal setting activities</p>
	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. Speak in English language clearly so as to communicate information promptly to other care givers within the team</p> <p>SA9. Pronounce medical terms without any error</p> <p>SA10. Speak at least one local language to communicate with the patient/patient relatives</p>
B. Professional Skills	Decision Making
	<p>The user/individual on the job needs to know and understand:</p> <p>SB1. How to motivate the patient to set achievable goals and maintain motivation for positive behavioural changes</p> <p>SB2. What instructional strategy or technique to be used to help in the planning process</p>
	Plan and Organize
	<p>The user/individual on the job needs to know and understand:</p> <p>SB3. How to plan and set goals that are achievable and in sync with contemporary diabetes management practices</p> <p>SB4. How to plan the use of different type of instructional strategies, depending upon the cultural practices, religion, health related behaviour, lifestyle and motivational levels</p>
	Customer Centricity
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. Uphold and protect the rights of the patient and maintain confidentiality</p> <p>SB6. Understand the importance of motivation and set goals that are achievable to maintain motivation</p> <p>SB7. Plan instructional strategies as per patients educational, literacy and socioeconomic background</p>
	Problem Solving
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB8. Modify the goals from time to time depending upon changes in the patients' health condition</p> <p>SB9. Modify and update the instructional tools and techniques focusing on patient convenience</p>

HSS/N8702

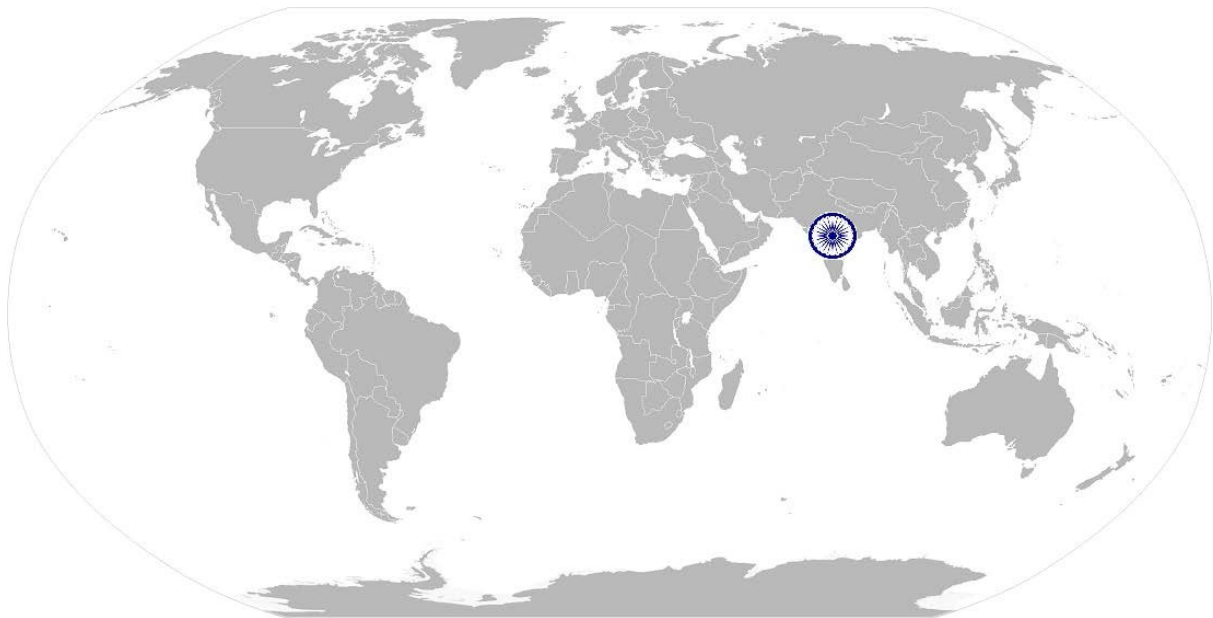
Set and plan goals for patients with diabetes/ pre-diabetes

	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB10. Relate technical knowledge and use experience in ensuring patient engagement and motivation to achieve positive behavioural changes
	Critical Thinking
	The user/individual on the job needs to know and understand how to: SB11. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

NOS Version Control

NOS Code	HSS/N8702		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation	Diabetes Educator	Next review date	24/12/16

National Occupational Standard



Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Diabetes Educator to collaborate with other professional and community resources and evaluate the individual's outcome measures for the program in accordance to acceptable standards.

HSS/N8703

Implement and evaluate the performance of treatment plan

National Occupational Standard

Unit Code	HSS/N8703
Unit Title (Task)	Implement and evaluate the performance of treatment plan
Description	This OS unit is about implementation of the DSME plan by collaborating with other healthcare professionals and evaluating the performance of the patient as per the Acceptable standards.
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> Using a teaching material that is appropriate for the learner's age, style, abilities and culture Address to basic and advanced diabetes self-management skills, ranging from use of medication including insulin injection technique(IIT) to meal planning and self-monitoring of blood glucose Evaluating diabetes self-care behaviours at baseline and then progressing towards attainment of individual goals at regular duration of time Establish a personalised follow-up plan for on-going diabetes management Having motivational approach to ensure long-term therapy compliance(WATER approach)
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Use different interventional strategies for teaching and educating the patient that are appropriate with the learner's age, learning style and skills</p> <p>PC2. Assess the continuum of outcomes including behavioural, clinical, health status and learn to demonstrate behaviour change in individuals with or at risk of diabetes</p> <p>PC3. Identify and address the basic and advanced diabetes self-management skills to improve patient safety and survival</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Organisational/ Hospital Policies and safe handling practices</p> <p>KA2. Safety requirements set by accreditation agencies or statutory bodies</p> <p>KA3. Procedures related to organising sharing sessions among peers to foster encouragement, support and empowerment</p> <p>KA4. Aligning relevant stakeholders/ physicians</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Available teaching material and its suitability to different patients</p> <p>KB2. Benchmarks and acceptable standards of performance</p> <p>KB3. The healthy eating practices, being active, preventing and managing chronic conditions, stress management and psychosocial adjustment patterns</p> <p>KB4. The correct IIT</p>

HSS/N8703

Implement and evaluate the performance of treatment plan

Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA1. Write in English language using correct medical terminologies SA2. Maintain documents regarding patient evaluation and behavioural modification SA3. Familiarity with MS office to store and document clinical/ patient data
	Reading Skills
	The user/individual on the job needs to know and understand how to: SA4. Read instructions from other care givers within the DSME team SA5. Read and understand patients progress through evaluation reports
B. Professional Skills	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA6. Speak in English language clearly so as to communicate information promptly to other care givers within the team SA7. Pronounce medical terms without any error SA8. Speak at least one regional or local language to communicate with the patient/patients relatives effectively
	Decision Making
B. Professional Skills	The user/individual on the job needs to know and understand how to: SB1. Identify and use appropriate educational technique as per patient's preferences, abilities and skills SB2. Rate and modify the self-management plan depending upon the progress of the patient and changing goals
	Plan and Organize
	The user/individual on the job needs to: SB3. Plan and organise the different teaching materials as per the patient's suitability SB4. Plan a follow up schedule with the patient to evaluate the progress and modify the interventional approach if required SB5. Plan and organise peer group meetings to help motivate, encourage and empower patients to improve and maintain positive behavioural changes
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB8. Uphold and protect the rights of the patient and maintain confidentiality SB9. Design and modify DSME plan in sync with patient's literacy levels, education, awareness levels and social background SB10. Evaluate patient's progress on timely basis to initiate early modifications and improvements
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB11. Modify DSME plan depending upon patients medical evaluation and overall progress
	Analytical Thinking

HSS/N8703

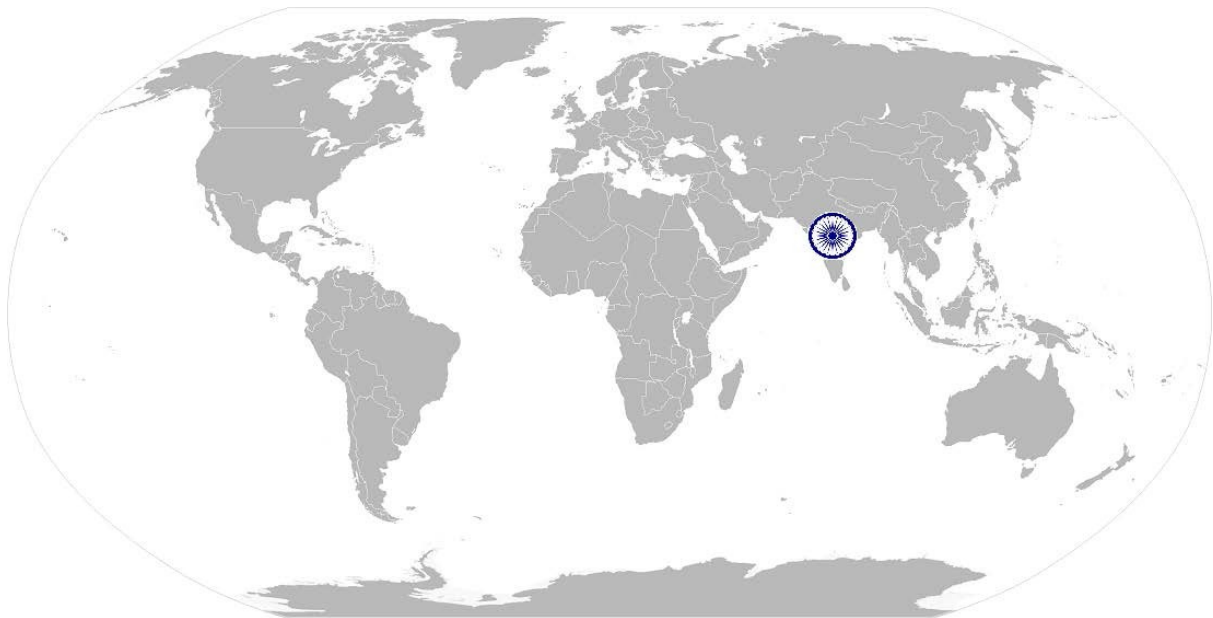
Implement and evaluate the performance of treatment plan

	<p>The user/individual on the job needs to know and understand how to: SB12. Modify DSME plan from time to time, depending upon patients performance to maintain optimum level of motivation for continuing positive behavioural improvements in diabetes management</p>
	<p>Critical Thinking</p>
	<p>The user/individual on the job needs to know and understand how to: SB13. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action</p>

NOS Version Control

NOS Code	HSS/N8703		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation	Diabetes Educator	Next review date	24/12/16

National Occupational Standard



Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Diabetes Educator to complete and maintain accurate records of patients and follow up activities

HSS/N8704

Document the patient record and follow-up activities

National Occupational Standard

Unit Code	HSS/N8704
Unit Title (Task)	Document the patient record and follow-up activities
Description	This OS unit is about the requirements related to maintaining complete and accurate records of patients and their follow up activities
Scope	This unit/task covers the following: <ul style="list-style-type: none"> • Maintaining patient clinical records Facilitate and organise documentation to facilitate prospective, concurrent or retrospective scientific studies and economic analysis Ensure documentation in compliance to the existing health information related to norms and legislations
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
	To be competent, the user/individual on the job must: PC1. Follow detailed process of documentation of clinical and DSME related records PC2. Be abreast with the various norms and legislation related to management of health and clinical records PC3. Organise information in standardised formats to facilitate subsequent usage for epidemiological studies or economic analysis
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Organisational policy regarding information and record management KA2. Organisational practices regarding storage of information KA3. The significance of patient's right for information and the process involved KA4. Aligning relevant stakeholders/ physicians
B. Technical Knowledge	The user/individual on the job needs to know and understand how to: KB1. Document clinical records KB2. Organize patient related information
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA1. Write in English language using correct medical terminologies SA2. Follow organisational standards for storage of information and coding SA3. Familiarity with MS office to store and document clinical/ patient data
	Reading Skills
	The user/individual on the job needs to know and understand how to: SA4. Read instructions related to coding and storage of data SA5. Read instructions for following standard practices for storage of information

HSS/N8704

Document the patient record and follow-up activities

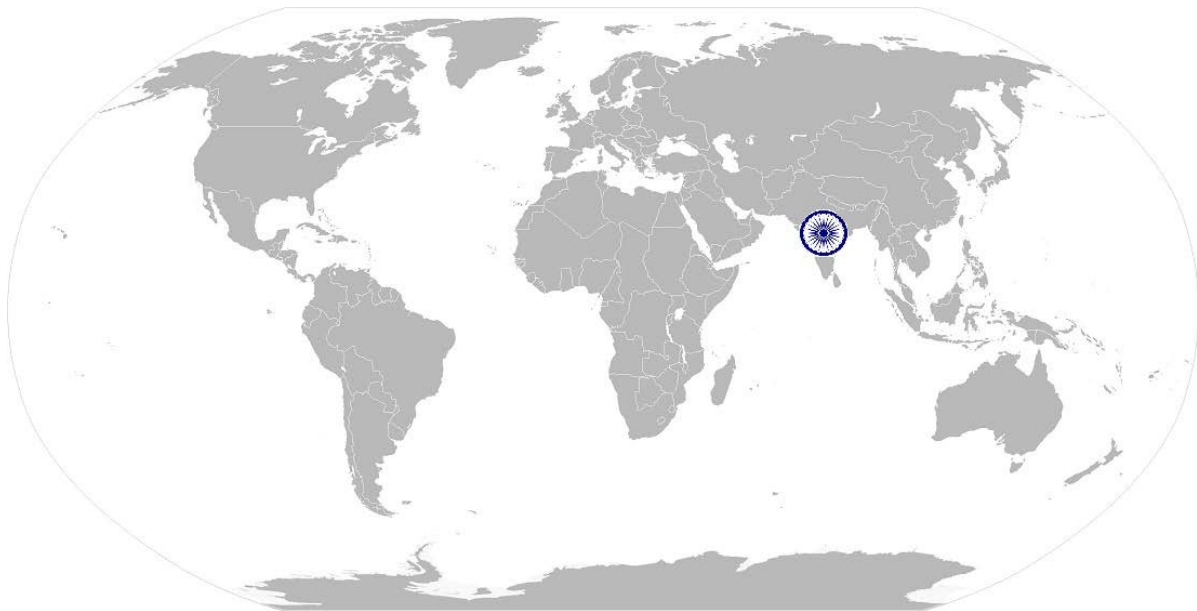
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA6. Speak in English language clearly so as to communicate information promptly to other care givers within the team
B. Professional Skills	Decision Making
	The user/individual on the job needs to know and understand how to: SB1. Take decisions regarding best information storage and retrieval practices
	Plan and Organize
	The user/individual on the job needs to know and understand how to: SB2. Prepare and document process related to storing and retrieving patient related information SB3. Organize and store files in a specific format to make them available on the request of patients or clinical research organizations
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB4. Uphold and protect the rights of the patient and maintain confidentiality SB5. Ensure best practices for documentation, so that patient care is not hampered
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB6. Identify problems in current organisational information storage practices and suggest appropriate improvements using best practices
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB7. Relate technical knowledge to identify key fields that are significant and can hasten and improve the data retrieval abilities
Critical Thinking	
The user/individual on the job needs to know and understand how to: SB8. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action	

HSS/N8704

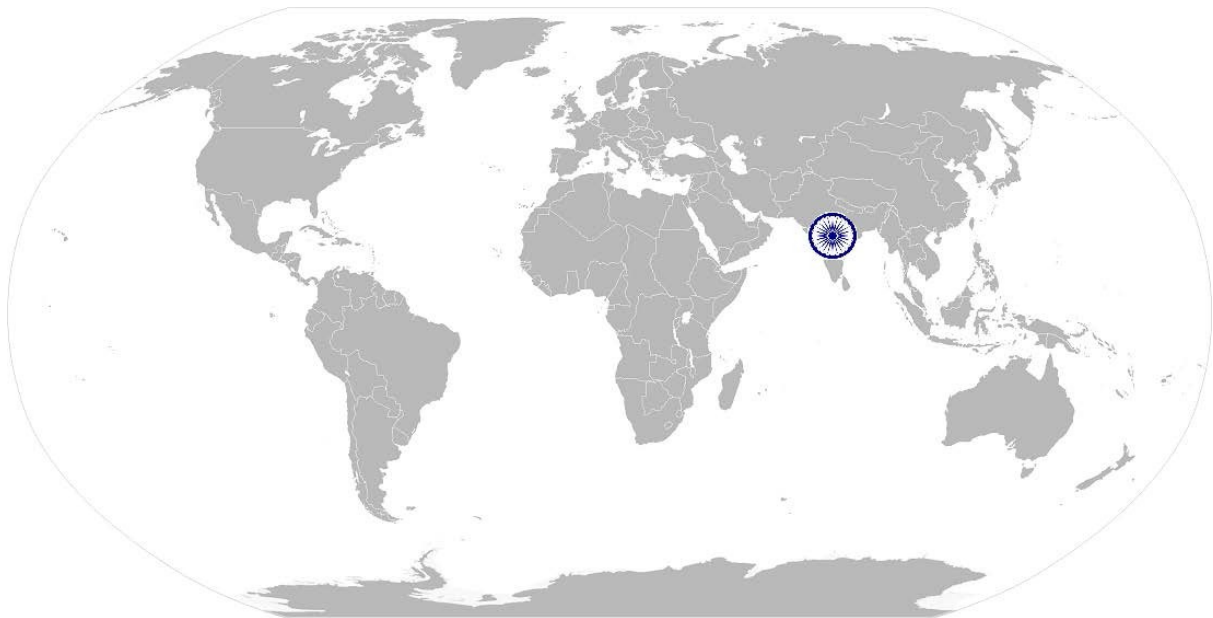
Document the patient record and follow-up activities

NOS Version Control

NOS Code	HSS/N8704		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation	Diabetes Educator	Next review date	24/12/16



National Occupational Standard



Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Diabetes Educator to educate patient about insulin administration.

HSS/N8705

Educate patient about insulin administration

National Occupational Standard

Unit Code	HSS/N8705
Unit Title (Task)	Educate patient about insulin administration
Description	This OS unit is about educating the patient about insulin administration
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> Educating the patient on the procedures of insulin administration Ensuring that patient is aware of the methods and guidelines of insulin administration Educating the patient on hyper- or hypoglycaemia and other aspects of Diabetes management
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
	<p>To be competent, the user/individual on the job must:</p> <p>PC1. Educate the patient on the availability of insulin in vials or prefilled pen device</p> <p>PC2. Educate the patient on checking the name of the insulin and dose against the patient's insulin prescription chart</p> <p>PC3. Educate the patient to ensure that insulin is correctly stored and its expiry date</p> <p>PC4. Educate the patient on checking patient's blood glucose level and recording the result</p> <p>PC5. Educate the patient on the preparation of the insulin syringe or pen device</p> <p>PC6. Ensure that the patient should know how to draw up the correct dose of insulin into an insulin syringe or correctly use a pen device</p> <p>PC7. Educate the patient on selecting and examining injection sites for lipodystrophy (lumpy areas)</p> <p>PC8. Educate the patient on how to raise the skin and insert the needle properly by depressing the insulin syringe or pen device and holding in place for a count of 10</p> <p>PC9. Educate the patient on removing the needle and insulin syringe or device and disposing it safely</p> <p>PC10. Ensure that the patient should know how to record the dose, timing and site of injection on a chart and initial</p> <p>PC11. Educate the patient on the use of a blood glucose meter to monitor blood glucose and interpret the result</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Organisational policy regarding information and record management</p> <p>KA2. Organisational practices regarding storage of information</p> <p>KA3. The significance of patient's right for information and the process involved</p> <p>KA4. Aligning relevant stakeholders/ physicians</p>

HSS/N8705

Educate patient about insulin administration

B. Technical Knowledge	<p>The user/individual on the job needs to know and understand how to:</p> <p>KB1. Understand and interpret an insulin prescription sheet</p> <p>KB2. Keep knowledge of injection sites</p> <p>KB3. Recognise and respond to hyper- or hypoglycaemia</p> <p>KB4. Keep involvement and concordance in all aspects of Diabetes management and decision making</p> <p>KB5. Keep knowledge regarding insulin</p> <p>KB6. Keep knowledge regarding opaque insulin suspensions</p> <p>KB7. Keep knowledge on insulin administration</p> <p>KB8. Keep knowledge on insulin storage</p> <p>KB9. Keep knowledge on insulin therapy among healthcare professionals</p> <p>KB10. Keep knowledge regarding site of fastest absorption during subcutaneous administration of insulin</p> <p>KB11. keep knowledge on ways of minimizing pain associated with insulin injections</p> <p>KB12. Keep knowledge on symptoms of hypoglycaemia</p> <p>KB13. Keep knowledge on types of rapid acting insulin analogues</p> <p>KB14. Keep knowledge regarding the sites that need to be wiped with a surgical spirit swab</p> <p>KB15. Keep knowledge regarding preparation for insulin injection</p> <p>KB16. Keep knowledge regarding glucometers</p> <p>KB17. Keep knowledge regarding the most appropriate initial management of hypoglycaemia</p> <p>KB18. Keep knowledge on capillary blood glucose measurement</p>
Skills (S)	
A. Core Skills/ Generic Skills	<p style="text-align: center;">Writing Skills</p>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA7. Write in English language using correct medical terminologies</p> <p>SA8. Follow organisational standards for storage of information and coding</p> <p>SA9. Familiarity with MS office to store and document clinical/ patient data</p>
	<p style="text-align: center;">Reading Skills</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA10. Read instructions related to coding and storage of data</p> <p>SA11. Read instructions for following standard practices for storage of information</p>
	<p style="text-align: center;">Oral Communication (Listening and Speaking skills)</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA12. Speak in English language clearly so as to communicate information promptly to other care givers within the team</p>
B. Professional Skills	<p style="text-align: center;">Decision Making</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Take decisions regarding best information storage and retrieval practices</p>
	<p style="text-align: center;">Plan and Organize</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB2. Prepare and document process related to storing and retrieving patient related information</p> <p>SB3. Organize and store files in a specific format to make them available on the</p>

HSS/N8705

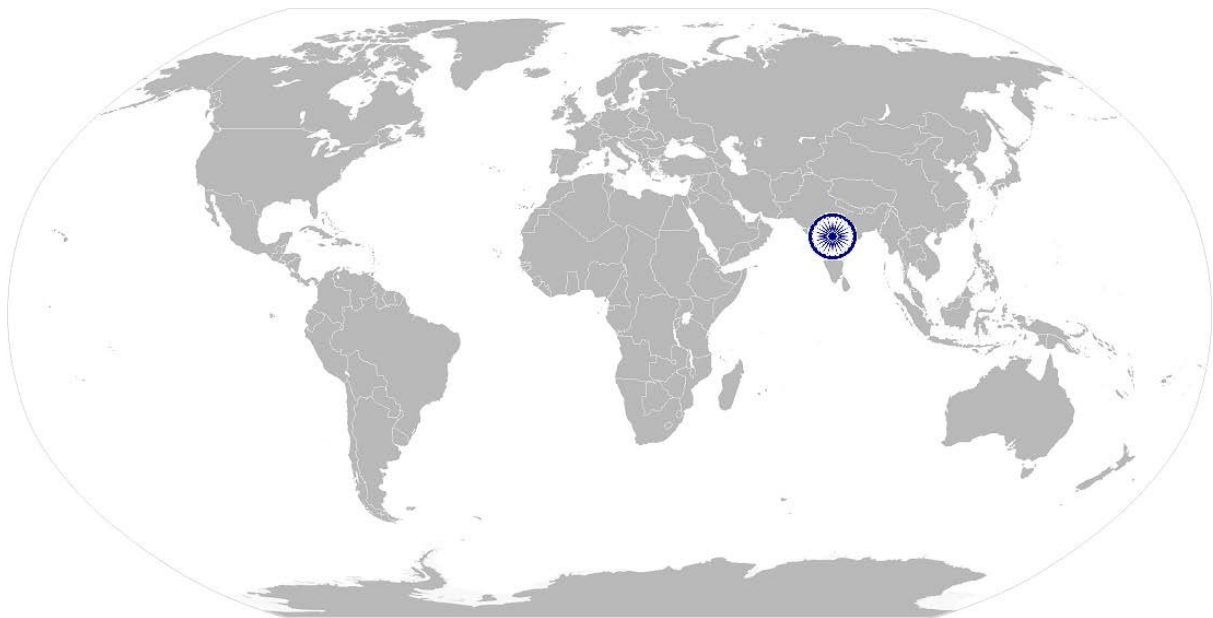
Educate patient about insulin administration

	request of patients or clinical research organizations
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB4. Uphold and protect the rights of the patient and maintain confidentiality SB5. Ensure best practices for documentation, so that patient care is not hampered
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB6. Identify problems in current organisational information storage practices and suggest appropriate improvements using best practices
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB7. Relate technical knowledge to identify key fields that are significant and can hasten and improve the data retrieval abilities
	Critical Thinking
The user/individual on the job needs to know and understand how to: SB8. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action	

NOS Version Control

NOS Code	HSS/N8705		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation	Diabetes Educator	Next review date	24/12/16

National Occupational Standard



Overview

This Occupational Standard describes the knowledge, understanding and skills required of an Allied Health Professional to collate and communicate health related information.

HSS/N9601

Collate and Communicate Health Information

National Occupational Standard

Unit Code	HSS/N9601
Unit Title (Task)	Collate and Communicate Health Information
Description	This OS unit is about collating and communicating health information to community members, their family or others in response to queries or as part of health advice and Counselling. This OS unit applies to all allied health professionals required to communicate health related information to patients, individuals, families and others
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Communicating with individuals, patients, their family and others about health issues
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Communicating with individuals, patients, their family and others about health issues	To be competent, the user/individual on the job must be able to: <ul style="list-style-type: none"> PC1. Respond to queries and information needs of all individuals PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them PC4. Utilise all training and information at one's disposal to provide relevant information to the individual PC5. Confirm that the needs of the individual have been met PC6. Adhere to guidelines provided by one's organisation or regulatory body relating to confidentiality PC7. Respect the individual's need for privacy PC8. Maintain any records required at the end of the interaction
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: <ul style="list-style-type: none"> KA1. Guidelines on communicating with individuals KA2. Guidelines on maintaining confidentiality and respecting need for privacy KA3. Guidelines of the organisation/ health provider on communicating with individuals and patients
B. Technical Knowledge	The user/individual on the job needs to know and understand: <ul style="list-style-type: none"> KB1. How to communicate effectively KB2. When to ask for assistance when situations are beyond one's competence and authority KB3. How to maintain confidentiality and to respect an individual's need for privacy KB4. How to ensure that all information provided to individuals is from reliable sources KB5. How to handle stressful or risky situations when communicating with individuals KB6. Difficulties that can occur when communicating with individuals and family members in stressful situations and how to manage these KB5. Disclosure of any information to unauthorized persons would subject to disciplinary action and possible termination
Skills (S)	

HSS/N9601

Collate and Communicate Health Information

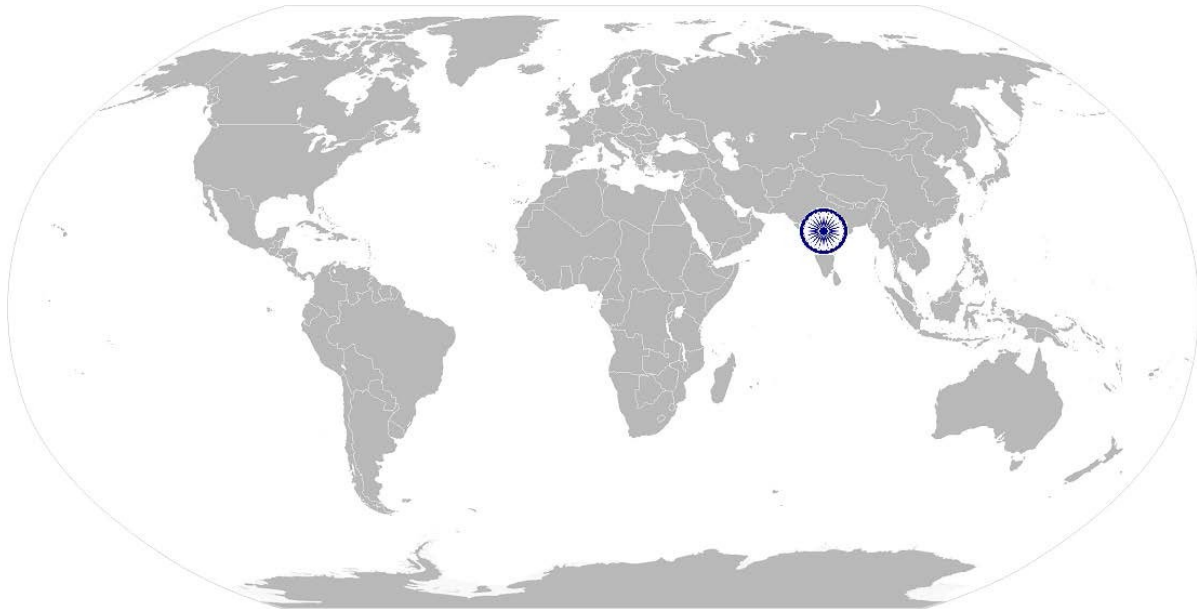
A. Core Skills/ Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Maintain any records required after the interaction
	Reading Skills
	The user/individual on the job needs to know and understand how to: SA3. Read instructions and pamphlets provided as part of training
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA4. Speak at least one local language SA5. Communicate effectively with all individuals
B. Professional Skills	Decision Making
	The user/individual on the job needs to know and understand how to: SB1. Make decisions on information to be communicated based on needs of the individual and various regulations and guidelines
	Plan and Organize
	Not applicable
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB2. Be responsive to problems of the individuals SB3. Be available to guide, counsel and help individuals when required SB4. Be patient and non-judgemental at all times
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB5. Create work-around to overcome problems faced in carrying out roles and duties
	Analytical Thinking
	Not applicable
Critical Thinking	
Not applicable	

HSS/N9601

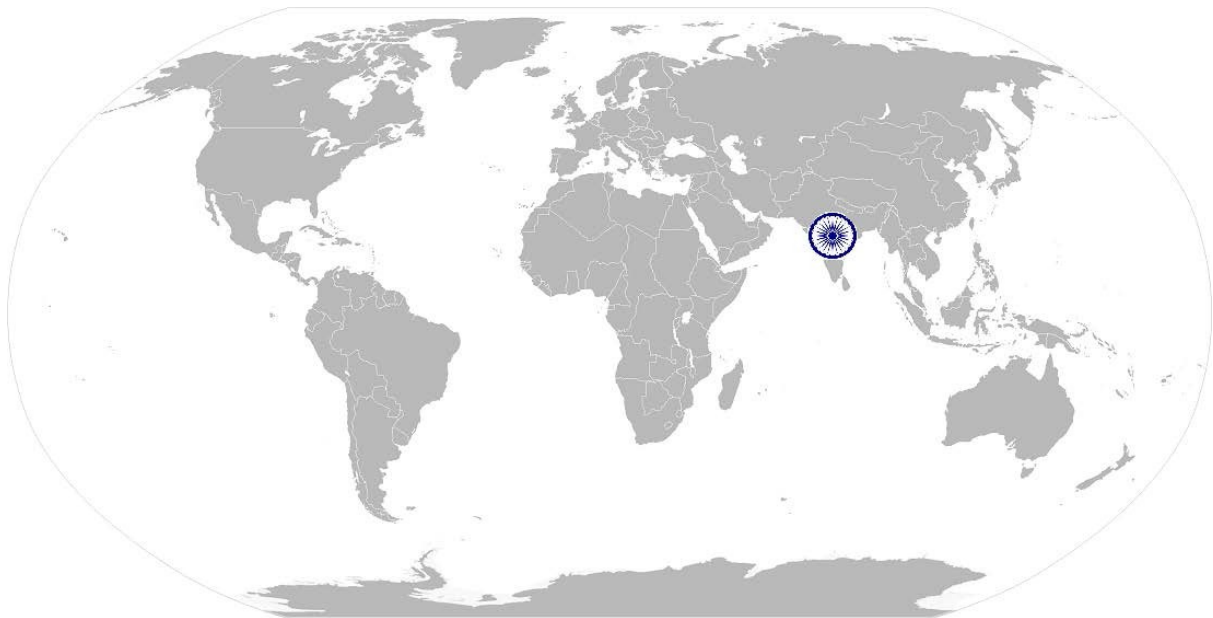
Collate and Communicate Health Information

NOS Version Control

NOS Code	HSS/N9601		
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Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
		Next review date	24/12/16



National Occupational Standard



Overview

This Occupational Standard describes the knowledge, understanding, skills required of an Allied Health Professional to recognise the boundaries of the role and responsibilities and working within the level of competence in accordance with legislation, protocols and guidelines.

HSS/N9603

Act within the limits of one's competence and authority

National Occupational Standard

Unit Code	HSS/N9603
Unit Title (Task)	Act within the limits of one's competence and authority
Description	<p>This OS unit is about recognizing the boundaries of the role and responsibilities and working within the level of competence in accordance with legislation, protocols and guidelines</p> <p>This is applicable to all Allied Health Professionals working in an organised, regulated environment</p>
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Acting within the limit of one's competence and authority; <ul style="list-style-type: none"> ○ Knowing one's job role ○ Knowing one's job responsibility ○ Recognizing the job role and responsibilities of co workers <p>Reference: 'This National Occupational Standard is from the UK Skills for Health suite [SFHGEN63, Act within the limits of your competence and authority] It has been tailored to apply to healthcare in India and has been reproduced with their Permission'.</p>
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice</p> <p>PC2. Work within organisational systems and requirements as appropriate to one's role</p> <p>PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority</p> <p>PC4. Maintain competence within one's role and field of practice</p> <p>PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice</p> <p>PC6. Promote and demonstrate good practice as an individual and as a team member at all times</p> <p>PC7. Identify and manage potential and actual risks to the quality and safety of practice</p> <p>PC8. Evaluate and reflect on the quality of one's work and make continuing improvements</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The relevant legislation, standards, policies, and procedures followed in the organization</p> <p>KA2. The medical procedures and functioning of required medical equipment</p> <p>KA3. Role and importance of assisting other healthcare providers in delivering care</p>

HSS/N9603

Act within the limits of one's competence and authority

B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The boundaries of one's role and responsibilities and other team members</p> <p>KB2. The reasons for working within the limits of one's competence and authority</p> <p>KB3. The importance of personally promoting and demonstrating good practice</p> <p>KB4. The legislation, protocols and guidelines effecting one's work</p> <p>KB5. The organisational systems and requirements relevant to one's role</p> <p>KB6. The sources of information that can be accessed to maintain an awareness of research and developments in one's area of work</p> <p>KB7. The difference between direct and indirect supervision and autonomous practice, and which combination is most applicable in different circumstances</p> <p>KB8. The risks to quality and safety arising from:</p> <ul style="list-style-type: none"> ○ Working outside the boundaries of competence and authority ○ Not keeping up to date with best practice ○ Poor communication ○ Insufficient support ○ Lack of resources <p>KB9. The importance of individual or team compliance with legislation, protocols, and guidelines and organisational systems and requirements</p> <p>KB10. How to Report and minimise risks</p> <p>KB11. The principle of meeting the organisation's needs, and how this should enable one to recognise one's own limitations and when one should seek support from others</p> <p>KB12. The processes by which improvements to protocols/guidelines and organisational systems/requirements should be reported</p> <p>KB13. The procedure for accessing training, learning and development needs for oneself and/or others within one's organisation</p> <p>KB14. The actions that can be taken to ensure a current, clear and accurate understanding of roles and responsibilities is maintained, and how this affects the way one work as an individual or part of a team</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Document reports, task lists, and schedules</p> <p>SA2. Prepare status and progress reports</p> <p>SA3. Record daily activities</p> <p>SA4. Update other co-workers</p>
	Reading Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read about changes in legislations and organizational policies</p> <p>SA6. Keep updated with the latest knowledge</p>
	Oral Communication (Listening and Speaking skills)

HSS/N9603

Act within the limits of one’s competence and authority

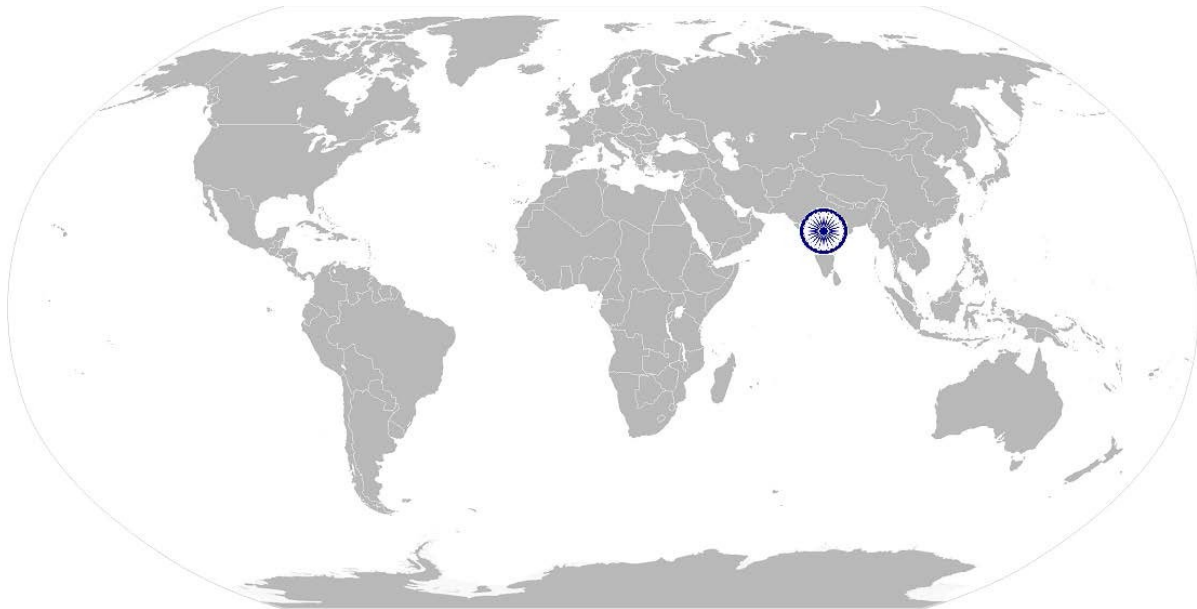
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA7. Discuss task lists, schedules, and work-loads with co-workers</p> <p>SA8. Give clear instructions to patients and co-workers</p> <p>SA9. Keep patient informed about progress</p> <p>SA10. Avoid using jargon, slang or acronyms when communicating with a patient</p>
B. Professional Skills	Decision Making
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions pertaining to the concerned area of work in relation to job role</p>
	Plan and Organize
	Not applicable
	Customer Centricity
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB2. Communicate effectively with patients and their family, physicians, and other members of the health care team</p> <p>SB3. Be responsive and listen empathetically to establish rapport in a way that promotes openness on issues of concern</p> <p>SB4. Be sensitive to potential cultural differences</p> <p>SB5. Maintain patient confidentiality</p> <p>SB6. Respect the rights of the patient(s)</p>
	Problem Solving
	Not applicable
	Analytical Thinking
	Not applicable
Critical Thinking	
Not applicable	

HSS/N9603

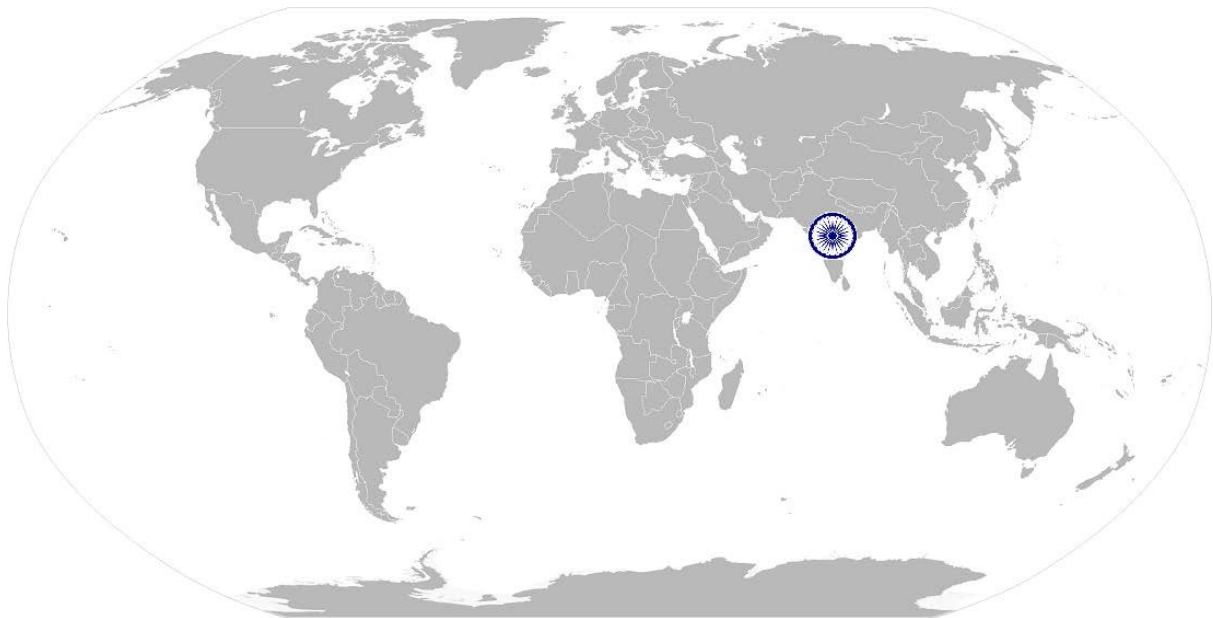
Act within the limits of one's competence and authority

NOS Version Control

NOS Code	HSS/N9603		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
		Next review date	24/12/16



National Occupational Standard



Overview

This Occupational Standard describes the knowledge, understanding, skills required of an Allied Health Professional to monitor the working environment, and making sure it meets health, safety and security requirements.

HSS/N9606

Maintain a safe, healthy, and secure working environment

National Occupational Standard

Unit Code	HSS/N9606
Unit Title (Task)	Maintain a safe, healthy, and secure working environment
Description	<p>This OS unit is about monitoring the working environment and ensuring a safe, healthy, secure and effective working conditions</p> <p>This OS unit applies to all Allied Health professionals working within an organised workplace</p>
Scope	<p>This unit covers the following:</p> <ul style="list-style-type: none"> • Complying the health, safety and security requirements and procedures for Workplace <p>Handling any hazardous situation with safely, competently and within the limits of authority</p> <p>Reporting any hazardous situation and breach in procedures to ensure a safe, healthy, secure working environment</p>
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
	<p>To be competent, the user/ individual on the job must be able to:</p> <p>PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements</p> <p>PC2. Comply with health, safety and security procedures for the workplace</p> <p>PC3. Report any identified breaches in health, safety, and security procedures to the designated person</p> <p>PC4. Identify potential hazards and breaches of safe work practices</p> <p>PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority</p> <p>PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected</p> <p>PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently</p> <p>PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person</p> <p>PC9. Complete any health and safety records legibly and accurately</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>To be competent, the user/ individual on the job needs to know and understand:</p> <p>KA1. The importance of health, safety, and security in the workplace</p> <p>KA2. The basic requirements of the health and safety and other legislations and regulations that apply to the workplace</p> <p>KA3. The person(s) responsible for maintaining healthy, safe, and secure workplace</p> <p>KA4. The relevant up-to-date information on health, safety, and security that applies to the workplace</p> <p>KA5. How to report the hazard</p> <p>KA6. The responsibilities of individual to maintain safe, healthy and secure workplace</p>

HSS/N9606

Maintain a safe, healthy, and secure working environment

B. Technical Knowledge	<p>To be competent, the user / individual on the job needs to know and understand:</p> <p>KB1. Requirements of health, safety and security in workplace</p> <p>KB2. How to create safety records and maintaining them</p> <p>KB3. The importance of being alert to health, safety, and security hazards in the work environment</p> <p>KB4. The common health, safety, and security hazards that affect people working in an administrative role</p> <p>KB5. How to identify health, safety, and security hazards</p> <p>KB6. The importance of warning others about hazards and how to do so until the hazard is dealt with</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SA1. Report and record incidents</p>
	Reading Skills
	<p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SA2. Read and understand company policies and procedures</p>
B. Professional Skills	Oral Communication (Listening and Speaking skills)
	<p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SA3. Clearly report hazards and incidents with the appropriate level of urgency</p>
B. Professional Skills	Decision Making
	<p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions pertaining to the area of work</p>
	Plan and Organize
	<p>To be competent, the user / individual on the job needs to know and understand how to:</p> <p>SB2. Plan for safety of the work environment</p>
	Customer Centricity
	<p>To be competent, the user / individual on the job needs to know and understand:</p> <p>SB3. Communicate effectively with patients and their family, physicians, and other members of the health care team</p> <p>SB4. Be capable of being responsive, listen empathetically to establish rapport in a way that promotes openness on issues of concern</p>
	Problem Solving
<p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SB8. Identify hazards, evaluate possible solutions and suggest effective solutions</p>	

HSS/N9606

Maintain a safe, healthy, and secure working environment

	Analytical Thinking
	To be competent, the user needs to know and understand how to: SB9. Analyse the seriousness of hazards
	Critical Thinking
	To be competent, the user needs to know and understand how to: SB10. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently

NOS Version Control

NOS Code	HSS/N9606		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
		Next review date	24/12/16

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role	Diabetes Educator
Qualification Pack Code	HSS/Q8701
Sector Skill Council	Healthcare Sector Skill Council

Guidelines for Assessment

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack, every trainee should score as per assessment grid.
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

Skills Practical and Viva (80% weightage)	
	Marks Allotted
Grand Total-1 (Subject Domain)	400
Grand Total-2 (Soft Skills and Communication)	100
Grand Total-(Skills Practical and Viva)	500
Passing Marks (70% of Max. Marks)	350
Theory (20% weightage)	
	Marks Allotted
Grand Total-1 (Subject Domain)	80
Grand Total-2 (Soft Skills and Communication)	20
Grand Total-(Theory)	100
Passing Marks (50% of Max. Marks)	50
Grand Total-(Skills Practical and Viva + Theory)	600

Overall Result		Criteria is to pass in both theory and practical individually. If fail in any one of them, then candidate is fail			
Detailed Break Up of Marks		Skills Practical & Viva			
Subject Domain		Pick any 2 NOS each of 200 marks totaling 400			
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (400)	Out Of	Marks Allocation	
				Viva	Skills Practical
1.HSS/ N 8701 (Assess goals for diabetic and pre diabetic)	PC1. Compile and collect relevant information from different sources including family history, medical records and patient interview	200	100	50	50
	PC2. Appreciate and understand the significant impact of various lifestyle and health practises on management of diabetes		50	40	10
	PC3. Appreciate the need to individulaise the patient profile to analyse data from the perspective of age, gender, race and general health conditions		50	50	0
	Total		200	140	60
2. HSS/ N 8702 (Set and plan goals for diabetic/pre diabetic patients)	PC1. Engage patient to set mutually agreeable goals	200	30	10	20
	PC2. Express goals in clearly defined terms with measurable outcomes		20	20	0
	PC3. Ensure that goals are :-				
	a) Consistent with accepted diabetes parctises and guidelines		20	20	0
	b) Developed in consideration with the resources available to the patient		30	30	0
	c) Appropriate as per the clients general state of health		20	20	0
	d) Balanced between risk and benefits of the patient's health		40	20	20
	PC4. Identify and describe specific instructional strategies to be used as per patient's preferances, culture, and lifestyle, skills, abilities and learning style		40	30	10
Total	200	150	50		

3.HSS/ N 8703(Implement and evaluate the performance of treatment plan	PC1. Use different interventional strategies for teaching and educating the patient that are appropriate with the learner's age, learning style and skills	200	100	50	50
	PC2. Assess the continuum of outcomes including behavioural, clinical, health status and learn to demonstrate behaviour change in individuals with or at risk of diabetes		50	30	20
	PC3. Identify and address the basic and advanced diabetes self management skills to improve patient safety and survival		50	40	10
	Total		200	120	80
4. HSS/ N 8704 (Document the patient record and follow up activities	PC1. Follow detailed process of documentation of clinical and DSME related to records	200	100	50	50
	PC2. Be abreast with various norms and legislation related to management of health and clinical records		50	30	20
	PC3. Organize information in standardised formats to facilitate subsequent usage for epidemiological studies or economic analysis		50	50	0
	Total		200	130	70
5. HSS/ N 8705 (Educate the patient about insulin administration)	PC1. Educate the patient on the availability of insulin in vials or prefilled pen device	200	10	5	5
	PC2. Educate the patient on checking the name of the insulin and dose against the patient's insulin prescription chart		20	10	10
	PC3. Educate the patient to ensure that insulin is correctly stored and its expiry date		20	10	10
	PC4. Educate the patient on checking the patient's blood glucose level and recording the result		20	10	10
	PC5. Educate the patient on the preparation of the insulin syringe or pen device		20	10	10
	PC6. Ensure that the patient should know how to draw up the correct dose of insulin into an insulin syringe or correctly use a pen device		20	10	10
	PC7. Educate the patient on selecting and examining injection sites for lipodystrophy (lump areas)		20	10	10
	PC8. Educate the patient on how to raise the skin and insert the needle properly by depressing the insulin syringe or pen device and holding in place for a count of 10		20	10	10

	PC9. Educate the patient on removing the needle and insulin syringe or device and depositing it safely		10	5	5
	PC10. Ensure that the patient should know how to record the dose, timing and site of injection on a chart and initial		20	10	10
	PC11. Educate the patient on the use of a blood glucose meter to monitor blood glucose and interpret the result		20	10	10
	Total		200	100	100
Soft Skills and Communication		Pick any one NOS each carrying 100			
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (100)	Out Of	Marks Allocation	
				Viva	Observation/ Role Play
7.HSS/ N 9601 (Collate and communicate Health Information)	PC1. Respond to queries and information needs of all individuals	100	10	10	0
	PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics		20	10	10
	PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them		20	10	10
	PC4. Utilise all training and information at one's disposal to provide relevant information to the individual		10	2	8
	PC5. Confirm that the needs of the individuals have been met		10	2	8
	PC6. Adhere to guidelines provided by one's organization or regulatory body relating to confidentiality		10	10	0
	PC7. Respect the individuals' need for privacy		10	5	5
	PC8. Maintain any record required at the end of the interaction		10	5	5
	Total		100	54	46
HSS/ N 9603 (Act within the limits of one's competence and authority)	PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice	100	10	5	5
	PC2. Work within organisational systems and requirements as appropriate to one's role		20	10	10

	PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority		20	10	10
	PC4. Maintain competence within one's role and field of practice		10	10	0
	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice		10	5	5
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		10	5	5
	PC7. Identify and manage potential and actual risks to the quality and safety of practice		10	5	5
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements		10	5	5
	Total		100	55	45
HSS/ N 9606 (Maintain a safe, healthy, and secure working environment)	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements	100	10	10	0
	PC2. Comply with health, safety and security procedures for the workplace		10	8	2
	PC3. Report any identified breaches in health, safety, and security procedures to the designated person		10	8	2
	PC4. Identify potential hazards and breaches of safe work practices		10	5	5
	PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority		10	5	5
	PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected		10	5	5
	PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently		20	10	10
	PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person		10	5	5
	PC9. Complete any health and safety records legibly and accurately		10	5	5
	Total			100	61
Detailed Break Up of Marks					Theory
Subject Domain					Pick all NOS totalling 80

		marks
National Occupational Standards (NOS)	Assessment Criteria for the Assessable Outcomes	Weightage
1.HSS/ N 8701 (Assess goals for diabetic and pre diabetic	PC1. Compile and collect relevant information from different sources including family history, medical records and patient interview	16
	PC2. Appreciate and understand the significant impact of various lifestyle and health practises on management of diabetes	
	PC3. Appreciate the need to individulaise the patient profile to analyse data from the perspective of age, gender, race and general health conditions	
2. HSS/ N 8702 (Set and plan goals for diabetic/pre diabetic patients)	PC1. Engage patient to set mutually agreeable goals	16
	PC2. Express goals in clearly defined terms with measurable outcomes	
	PC3. Ensure that goals are :-	
	a) Consistent with accepted diabetes parctises and guidelines	
	b) Developed in consideration with the resources available to the patient	
	c) Appropriate as per the clients general state of health	
	d) Balanced between risk and benefits of the patient's health	
PC4. Identify and describe specific instructional strategies to be used as per patient's preferances, culture, and lifestyle, skills, abilities and learning style		
3.HSS/ N 8703(Implement and evaluate the performance of treatment plan	PC1. Use different interVentional strategies for teaching and educating the patient that are appropriate with the learner's age, learning style and skills	16
	PC2. Assess the continuum of outcomes including behavioural, clinical, health status and learn to demonstrate behaviour change in individuals with or at risk of diabetes	
	PC3. Identify and address the basic and advanced diabetes self management skills to improve patient safety and survival	
4.HSS/ N 8704Document the patient record and follow up activities	PC1. Follow detailed process of documentation of clinical and DSME related to records	16
	PC2. Be abreast with various norms and legislation related to management of health and clinical records	
	PC3. Organize information in standardised formats to facilitate subsequent usage for epidemiological studies or economic analysis	
5.HSS/ N 8705 (Educate the patient about	PC1. Educate the patient on the availability of insulin in vials or prefilled pen device	16

insulin administration)	PC2. Educate the patient on checking the name of the insulin and dose against the patient's insulin prescription chart	
	PC3. Educate the patient to ensure that insulin is correctly stored and its expiry date	
	PC4. Educate the patient on checking the patient's blood glucose level and recording the result	
	PC5. Educate the patient on the preparation of the insulin syringe or pen device	
	PC6. Ensure that the patient should know how to draw up the correct dose of insulin into an insulin syringe or correctly use a pen device	
	PC7. Educate the patient on selecting and examining injection sites for lipodystrophy (lump areas)	
	PC8. Educate the patient on how to raise the skin and insert the needle properly by depressing the insulin syringe or pen device and holding in place for a count of 10	
	PC9. Educate the patient on removing the needle and insulin syringe or device and depositing it safely	
	PC10. Ensure that the patient should know how to record the dose, timing and site of injection on a chart and initial	
	PC11. Educate the patient on the use of a blood glucose meter to monitor blood glucose and interpret the result	
Grand Total-1 (Subject Domain)		80
Soft Skills and Communication		Select all NOS totalling 20
National Occupational Standards (NOS)	Assessment Criteria for the Assessable Outcomes	Weightage
1.HSS/ N 9601 (Collate and communicate Health Information)	PC1. Respond to queries and information needs of all individuals	10
	PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics	
	PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them	
	PC4. Utilise all training and information at one's disposal to provide relevant information to the individual	
	PC5. Confirm that the needs of the individuals have been met	

	PC6. Adhere to guidelines provided by one's organization or regulatory body relating to confidentiality	
	PC7. Respect the individuals need for privacy	
	PC8. Maintain any record required at the end of the interaction	
2.HSS/ N 9603 (Act within the limits of your competence and authority)	PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice	6
	PC2. Work within organisational systems and requirements as appropriate to one's role	
	PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority	
	PC4. Maintain competence within one's role and field of practice	
	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice	
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times	
	PC7. Identify and manage potential and actual risks to the quality and safety of practice	
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements	
3. HSS/ N 9606 (Maintain a safe, healthy, and secure working environment)	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements	4
	PC2. Comply with health, safety and security procedures for the workplace	
	PC3. Report any identified breaches in health, safety, and security procedures to the designated person	
	PC4. Identify potential hazards and breaches of safe work practices	
	PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority	
	PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected	
	PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently	
	PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person	
	PC9. Complete any health and safety records legibly and accurately	
Grand Total-2 (Soft Skills and Communication)		20