QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR ALLIED HEALTHCARE

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### 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)** | **Compulsory:**<br>**1. HSS/N 8701: Assess goals for diabetic and prediabetic**<br>**2. HSS/N8702: Set and plan goals for diabetic/pre diabetic patients**<br>**3. HSS/N8703: Implement and evaluate the performance of treatment plan**<br>**4. HSS/N8704: Document the patient record and follow-up activities.**<br>**5. HSS/N8705: Educate patient about insulin administration**<br>**6. HSS/N9601: Collate and communicate health information**<br>**7. HSS/N9603: Act within the limits of your competence and authority**<br>**8. HSS/N9606: Maintain a safe, healthy and secure environment** |

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| | **Optional**<br>**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. |

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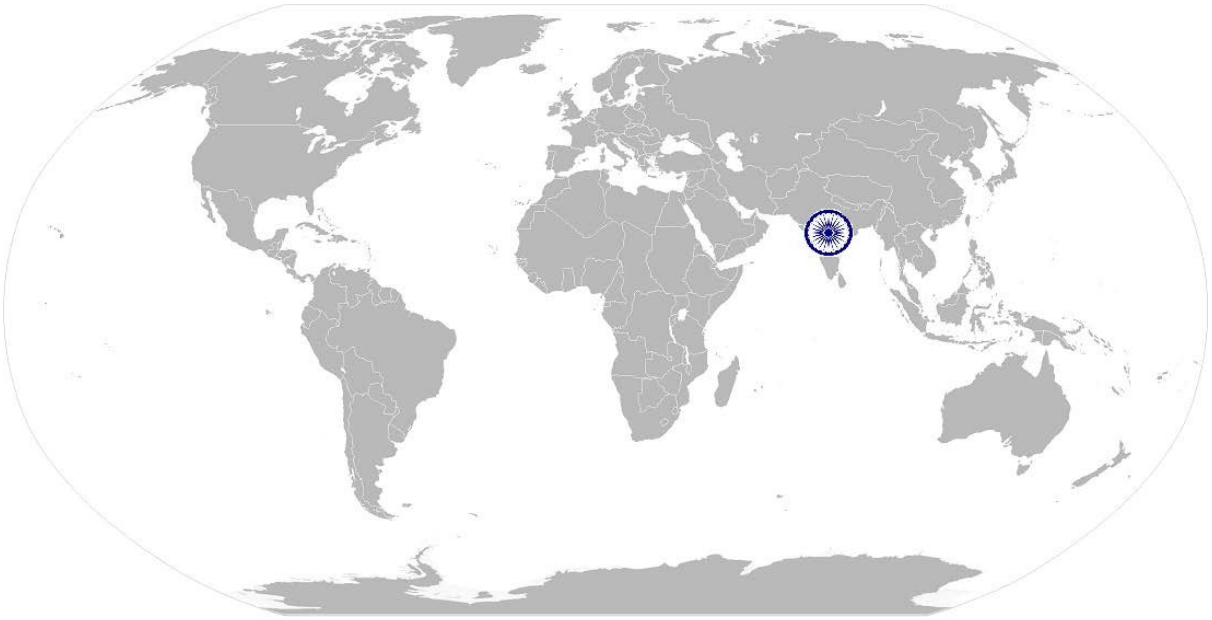
| Scope | Scope is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on the quality of performance required. |
| Sector | Sector is a conglomeration of different business operations having similar 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. |

## Acronyms

| 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.**

National Occupational Standard

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|---|---|
| **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:<br>• Collecting relevant data<br>Analysing and interpreting data<br>Performing individualised risk assessment<br>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:<br>PC1. Compile and collect relevant information from different sources including family history, medical records and patient interview<br>PC2. Appreciate and understand the significant impact of various life style and health practices on management of diabetes<br>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:<br>KA1. Organisational policies and protocols<br>KA2. Safety requirements set by accreditation agencies or statutory bodies<br>KA3. How to communicate effectively with other members of the DSME team<br>KA4. Aligning relevant stakeholders/ physicians |
| **B. Technical Knowledge** | The user/individual on the job needs to know and understand:<br>KB1. The risks associated with diabetes and pre-diabetes<br>KB2. The role of weight management through nutritional modification<br>KB3. The role of physical activity and lifestyle patterns in diabetes management<br>KB4. How to motivate the patients to maintain positive behavioural change<br>KB5. The ability to evaluate and interpret signs and symptoms of diabetes and parameters to diagnose diabetes and pre-diabetes<br>KB6. Comprehend signs and symptoms of complications of diabetes<br>KB7. Comprehend signs and symptoms related to medical conditions like HTN, CAD |
| **Skills (S)** | |
| **A. Core Skills/** | **Writing Skills** |

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| **Generic Skills** | The user/ individual on the job needs to know and understand how to:<br>SA1. Write various medical terms in error free English language<br>SA2. Document and compile information from different sources regarding diabetic/pre-diabetic patient's profile<br>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:<br>SA4. Read and understand medical and clinical information from patient's medical files<br>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:<br>SA6. Speak in English language clearly so as to communicate information promptly with other team members and patient<br>SA7. Use correct terminologies and techniques to elicit the appropriate response during patient interviews<br>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:<br>SB1. What questions to ask in order to elicit the most accurate information during patient interview and examination<br>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:<br>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<br>SB4. The plan and identify the various topics to address during patient assessment. These topics can include:<br>o Health and medical history<br>o Nutrition history and practices<br>o Physical activity and exercise behaviour<br>o Physical factors and psychosocial concerns<br>o History of substance abuse<br>o Occupational, vocational, educational level along with social, cultural and religious practices<br>o Access and ability to use healthcare resource |
| | **Customer Centricity** |
| | The user/individual on the job needs to know and understand how to:<br>SB5. Uphold and protect the rights of the patient and maintain confidentiality<br>SB6. Individualize patient risk assessment plan to address to patients needs and abilities to adhere to the requirements |
| | **Problem Solving** |

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| | The user/individual on the job needs to know and understand how to:<br>SB7. Analyse data with missing information<br>SB8. Maintain positive behavioural change using motivation |
| | **Analytical Thinking** |
| | The user/individual on the job needs to know and understand how to:<br>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:<br>SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action |

## NOS Version Control

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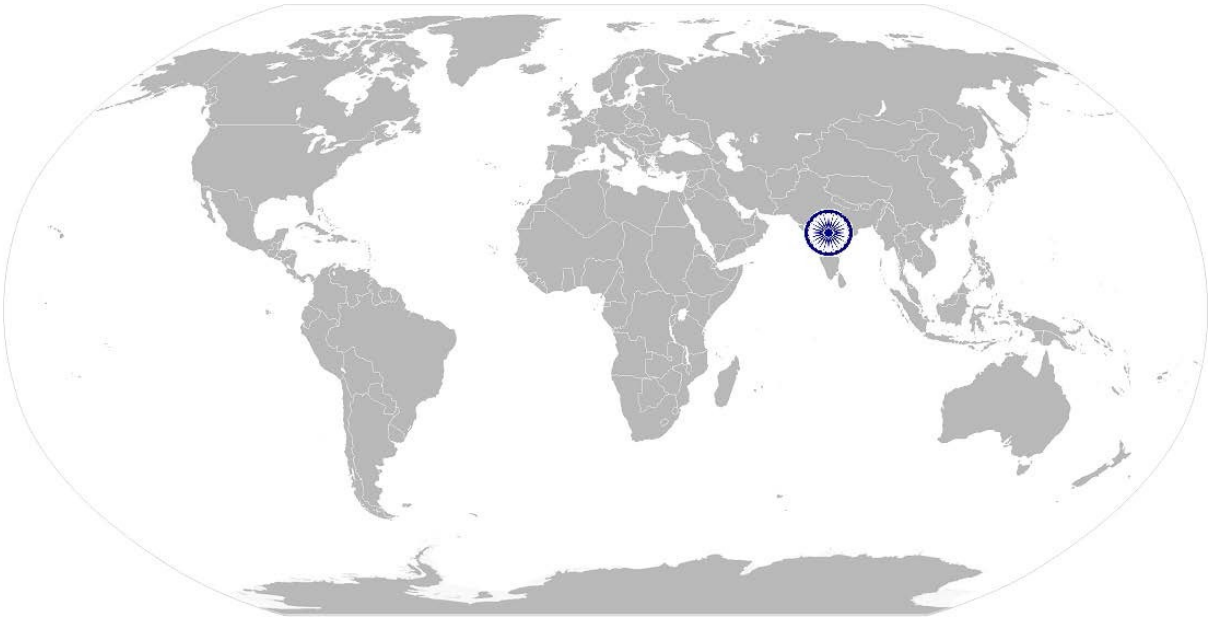
|---|---|---|---|
| **NOS Code** | **HSS/N8701** | | |
| **Credits (NSQF)** | **TBD** | **Version number** | **1.0** |
| **Industry** | **Health** | **Drafted on** | **12/05/13** |
| **Industry Sub-sector** | **Allied Health and Paramedics** | **Last reviewed on** | **24/07/13** |
| **Occupation** | **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..**

National Occupational Standard

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|---|---|
| **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:<br>• Setting goals and expressing them in clearly defined terms<br>• 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:<br>PC1. Engage patient to set mutually agreeable goals<br>PC2. Express goals in clearly defined terms with measurable outcomes<br>PC3. Ensure that goals are:<br>a. Consistent with accepted diabetes practices and guidelines<br>b. Developed in consideration with the resources available to the patient<br>c. Appropriate as per the clients general state of health<br>d. Balanced between risk and benefits of the patient's health<br>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:<br>KA1. Organizational/ Hospital Policies and best practices<br>KA2. Safety requirements set by accreditation agencies or statutory bodies<br>KA3. How to communicate effectively with other care givers of the DSME team<br>KA4. Aligning relevant stakeholders and physicians |
| **B. Technical Knowledge** | The user/individual on the job needs to know and understand:<br>KB1. The role of physical activity, nutrition, lifestyle patterns, medication, and diabetes education/ awareness in diabetes management<br>KB2. How to motivate the patients to make an effort towards setting positive health goals and maintain positive behavioral change<br>KB3. The health risks associated with diabetes and pre-diabetes<br>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**

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

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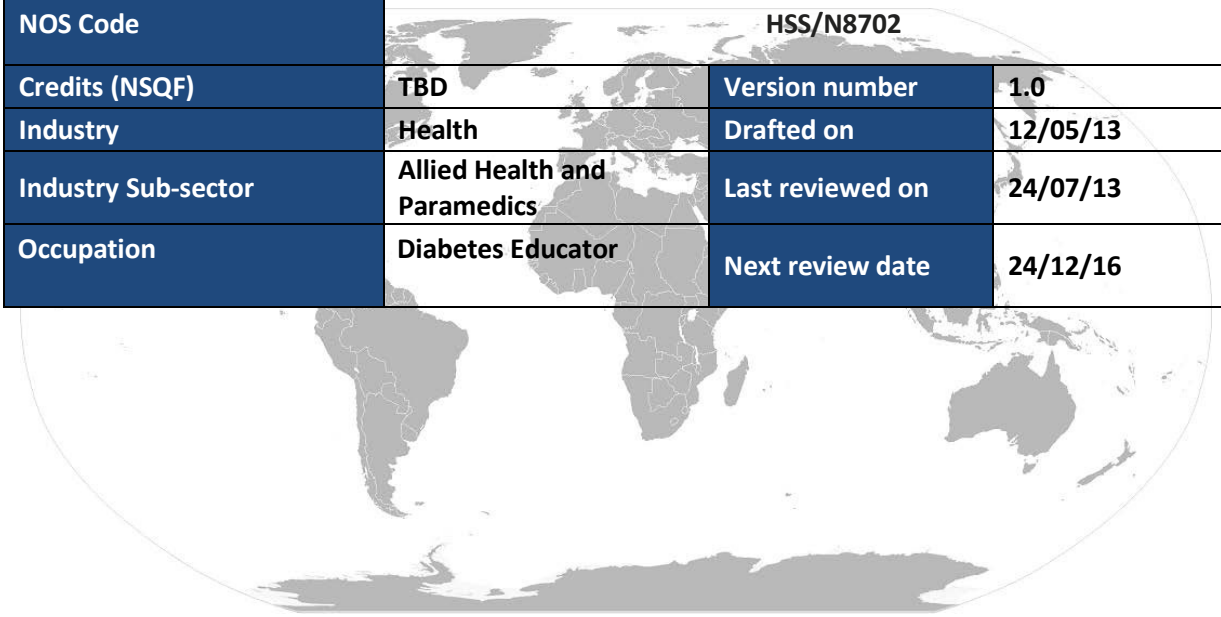
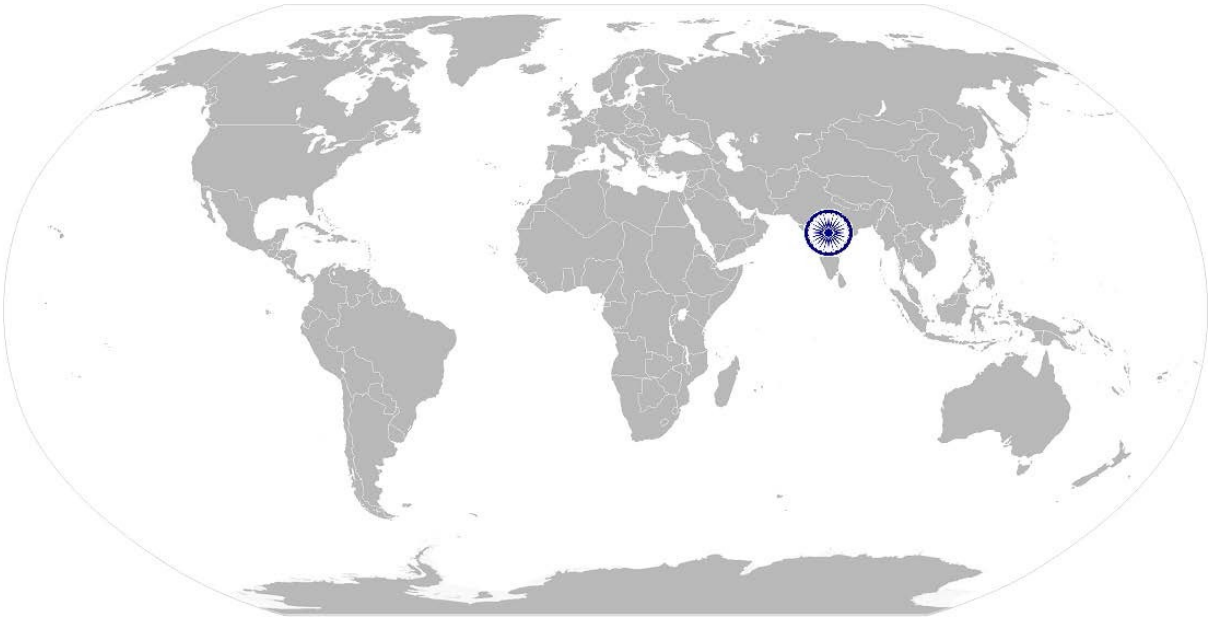
| | **Analytical Thinking** |
| | The user/individual on the job needs to know and understand how to:<br>SB10. Relate technical knowledge and use experience in ensuring patient engagement and motivation to achieve positive behavioural changes |
| | **Critical Thinking** |
| | The user/individual on the job needs to know and understand how to:<br>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.**

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** | This unit/task covers the following:<br>• Using a teaching material that is appropriate for the learner's age, style, abilities and culture<br>• 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<br>• Evaluating diabetes self-care behaviours at baseline and then progressing towards attainment of individual goals at regular duration of time<br>• Establish a personalised follow-up plan for on-going diabetes management<br>• Having motivational approach to ensure long-term therapy compliance(WATER approach) |
| **Performance Criteria(PC) w.r.t. the Scope** | |
| **Element** | **Performance Criteria** |
| | To be competent, the user/individual on the job must be able to:<br>PC1. Use different interventional strategies for teaching and educating the patient that are appropriate with the learner's age, learning style and skills<br>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<br>PC3. Identify and address the basic and advanced diabetes self-management skills to improve patient safety and survival |
| **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:<br>KA1. Organisational/ Hospital Policies and safe handling practices<br>KA2. Safety requirements set by accreditation agencies or statutory bodies<br>KA3. Procedures related to organising sharing sessions among peers to foster encouragement, support and empowerment<br>KA4. Aligning relevant stakeholders/ physicians |
| **B. Technical Knowledge** | The user/individual on the job needs to know and understand:<br>KB1. Available teaching material and its suitability to different patients<br>KB2. Benchmarks and acceptable standards of performance<br>KB3. The healthy eating practices, being active, preventing and managing chronic conditions, stress management and psychosocial adjustment patterns<br>KB4. The correct IIT |

| Skills (S) | |
|---|---|
| **A. Core Skills/ Generic Skills** | **Writing Skills** |
| | The user/ individual on the job needs to know and understand how to:<br>SA1. Write in English language using correct medical terminologies<br>SA2. Maintain documents regarding patient evaluation and behavioural modification<br>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:<br>SA4. Read instructions from other care givers within the DSME team<br>SA5. Read and understand patients progress through evaluation reports |
| | **Oral Communication (Listening and Speaking skills)** |
| | The user/individual on the job needs to know and understand how to:<br>SA6. Speak in English language clearly so as to communicate information promptly to other care givers within the team<br>SA7. Pronounce medical terms without any error<br>SA8. Speak at least one regional or local language to communicate with the patient/patients relatives effectively |
| **B. Professional Skills** | **Decision Making** |
| | The user/individual on the job needs to know and understand how to:<br>SB1. Identify and use appropriate educational technique as per patient's preferences, abilities and skills<br>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:<br>SB3. Plan and organise the different teaching materials as per the patient's suitability<br>SB4. Plan a follow up schedule with the patient to evaluate the progress and modify the interventional approach if required<br>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:<br>SB8. Uphold and protect the rights of the patient and maintain confidentiality<br>SB9. Design and modify DSME plan in sync with patient's literacy levels, education, awareness levels and social background<br>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:<br>SB11. Modify DSME plan depending upon patients medical evaluation and overall progress |
| | **Analytical Thinking** |

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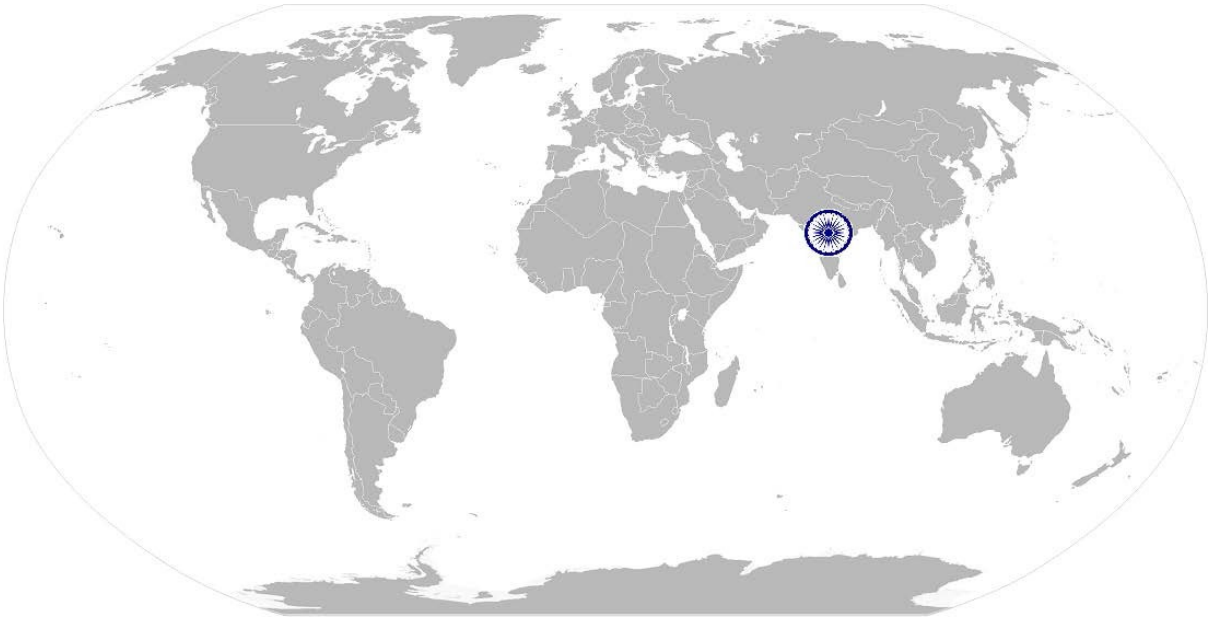
|---|---|
| | The user/individual on the job needs to know and understand how to:<br>SB12. Modify DSME plan from time to time, depending upon patients performance to maintain optimum level of motivation for continuing positive behavioural improvements in diabetes management |
| | **Critical Thinking** |
| | The user/individual on the job needs to know and understand how to:<br>SB13. 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/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

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|---|---|
| **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:<br>• Maintaining patient clinical records<br>Facilitate and organise documentation to facilitate prospective, concurrent or retrospective scientific studies and economic analysis<br>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:<br>PC1. Follow detailed process of documentation of clinical and DSME related records<br>PC2. Be abreast with the various norms and legislation related to management of health and clinical records<br>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:<br>KA1. Organisational policy regarding information and record management<br>KA2. Organisational practices regarding storage of information<br>KA3. The significance of patient's right for information and the process involved<br>KA4. Aligning relevant stakeholders/ physicians |
| **B. Technical Knowledge** | The user/individual on the job needs to know and understand how to:<br>KB1. Document clinical records<br>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:<br>SA1. Write in English language using correct medical terminologies<br>SA2. Follow organisational standards for storage of information and coding<br>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:<br>SA4. Read instructions related to coding and storage of data<br>SA5. Read instructions for following standard practices for storage of information |

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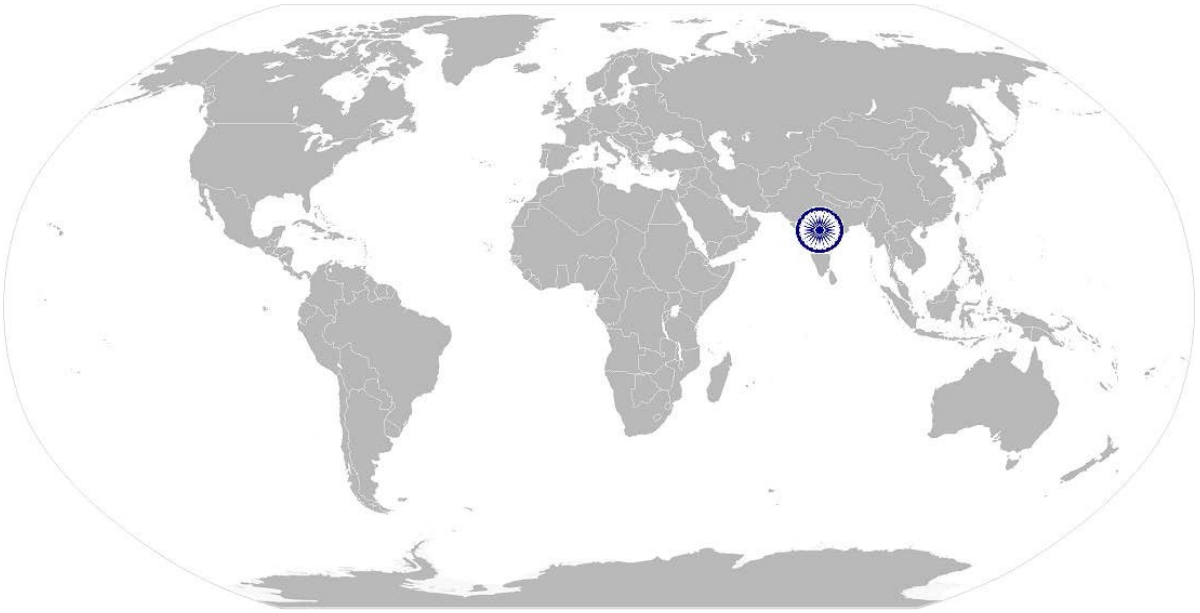
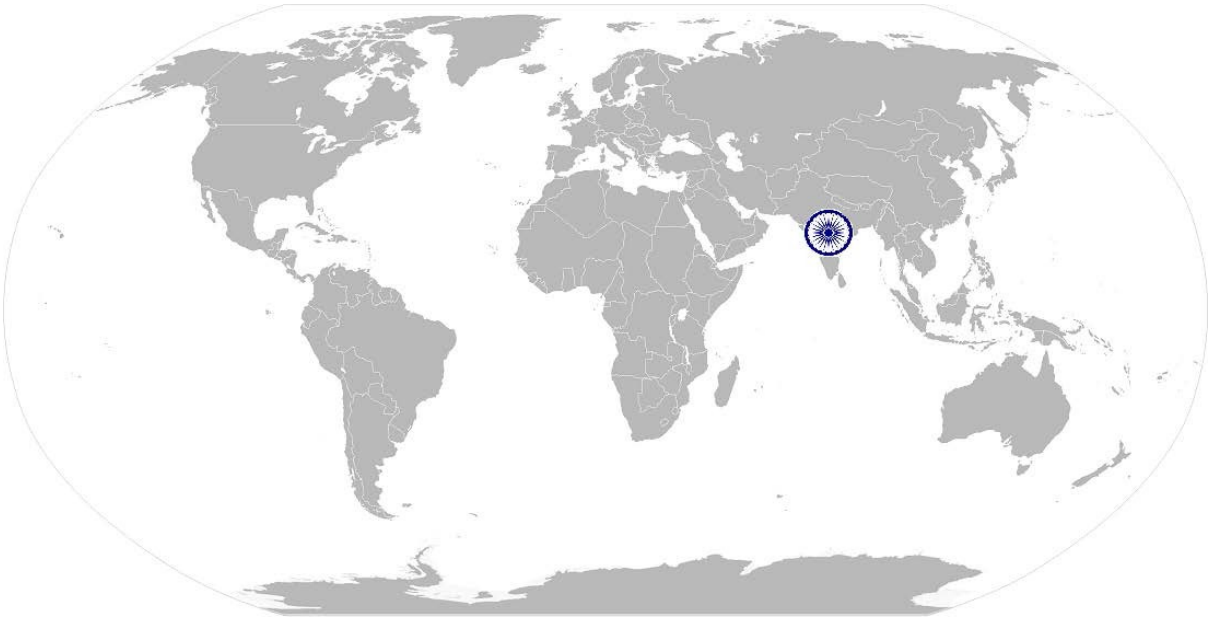
| | **Oral Communication (Listening and Speaking skills)** |
| | The user/individual on the job needs to know and understand how to:<br>SA6. Speak in English language clearly so as to communicate information promptly to other care givers within the team |
| **B. Professional Skills** | **Decision Making** |
| | The user/individual on the job needs to know and understand how to:<br>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:<br>SB2. Prepare and document process related to storing and retrieving patient related information<br>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:<br>SB4. Uphold and protect the rights of the patient and maintain confidentiality<br>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:<br>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:<br>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:<br>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/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.**

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** | This unit/task covers the following:<br>• Educating the patient on the procedures of insulin administration<br>Ensuring that patient is aware of the methods and guidelines of insulin administration<br>Educating the patient on hyper- or hypoglycaemia and other aspects of Diabetes management |
| **Performance Criteria(PC) w.r.t. the Scope** | |
| **Element** | **Performance Criteria** |
| | To be competent, the user/individual on the job must:<br>PC1. Educate the patient on the availability of insulin in vials or prefilled pen device<br>PC2. Educate the patient on checking the name of the insulin and dose against the patient's insulin prescription chart<br>PC3. Educate the patient to ensure that insulin is correctly stored and its expiry date<br>PC4. Educate the patient on checking patient's blood glucose level and recording the result<br>PC5. Educate the patient on the preparation of the insulin syringe or pen device<br>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<br>PC7. Educate the patient on selecting and examining injection sites for lipodystrophy (lumpy areas)<br>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<br>PC9. Educate the patient on removing the needle and insulin syringe or device and disposing it safely<br>PC10. Ensure that the patient should know how to record the dose, timing and site of injection on a chart and initial<br>PC11. Educate the patient on the use of a blood glucose meter to monitor blood glucose and interpret the result |
| **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:<br>KA1. Organisational policy regarding information and record management<br>KA2. Organisational practices regarding storage of information<br>KA3. The significance of patient's right for information and the process involved<br>KA4. Aligning relevant stakeholders/ physicians |

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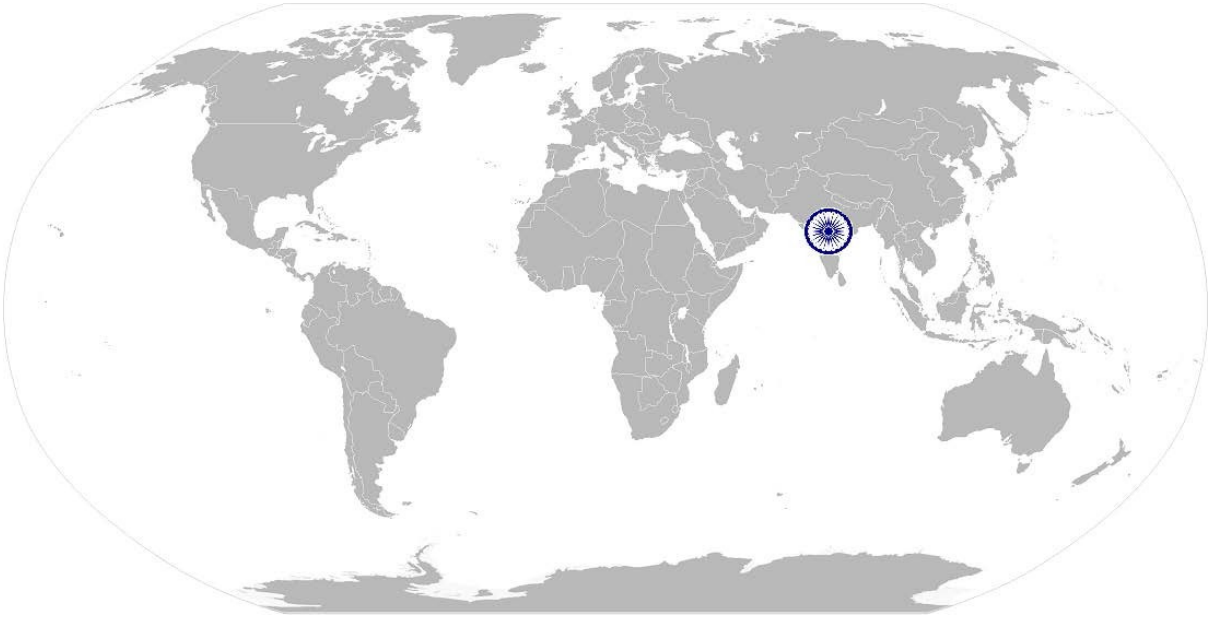
|---|---|
| **B. Technical Knowledge** | The user/individual on the job needs to know and understand how to:<br>KB1. Understand and interpret an insulin prescription sheet<br>KB2. Keep knowledge of injection sites<br>KB3. Recognise and respond to hyper- or hypoglycaemia<br>KB4. Keep involvement and concordance in all aspects of Diabetes management and decision making<br>KB5. Keep knowledge regarding insulin<br>KB6. Keep knowledge regarding opaque insulin suspensions<br>KB7. Keep knowledge on insulin administration<br>KB8. Keep knowledge on insulin storage<br>KB9. Keep knowledge on insulin therapy among healthcare professionals<br>KB10. Keep knowledge regarding site of fastest absorption during subcutaneous administration of insulin<br>KB11. keep knowledge on ways of minimizing pain associated with insulin injections<br>KB12. Keep knowledge on symptoms of hypoglycaemia<br>KB13. Keep knowledge on types of rapid acting insulin analogues<br>KB14. Keep knowledge regarding the sites that need to be wiped with a surgical spirit swab<br>KB15. Keep knowledge regarding preparation for insulin injection<br>KB16. Keep knowledge regarding glucometers<br>KB17. Keep knowledge regarding the most appropriate initial management of hypoglycaemia<br>KB18. Keep knowledge on capillary blood glucose measurement |
| **Skills (S)** | |
| **A. Core Skills/ Generic Skills** | **Writing Skills** |
| | The user/ individual on the job needs to know and understand how to:<br>SA7. Write in English language using correct medical terminologies<br>SA8. Follow organisational standards for storage of information and coding<br>SA9. 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:<br>SA10. Read instructions related to coding and storage of data<br>SA11. Read instructions for following standard practices for storage of information |
| | **Oral Communication (Listening and Speaking skills)** |
| | The user/individual on the job needs to know and understand how to:<br>SA12. 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:<br>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:<br>SB2. Prepare and document process related to storing and retrieving patient related information<br>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:<br>SB4. Uphold and protect the rights of the patient and maintain confidentiality<br>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:<br>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:<br>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:<br>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.**

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:<br>• 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:<br>PC1. Respond to queries and information needs of all individuals<br>PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics<br>PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them<br>PC4. Utilise all training and information at one's disposal to provide relevant information to the individual<br>PC5. Confirm that the needs of the individual have been met<br>PC6. Adhere to guidelines provided by one's organisation or regulatory body relating to confidentiality<br>PC7. Respect the individual's need for privacy<br>PC8. Maintain any records required at the end of the interaction |

**Knowledge and Understanding (K)**

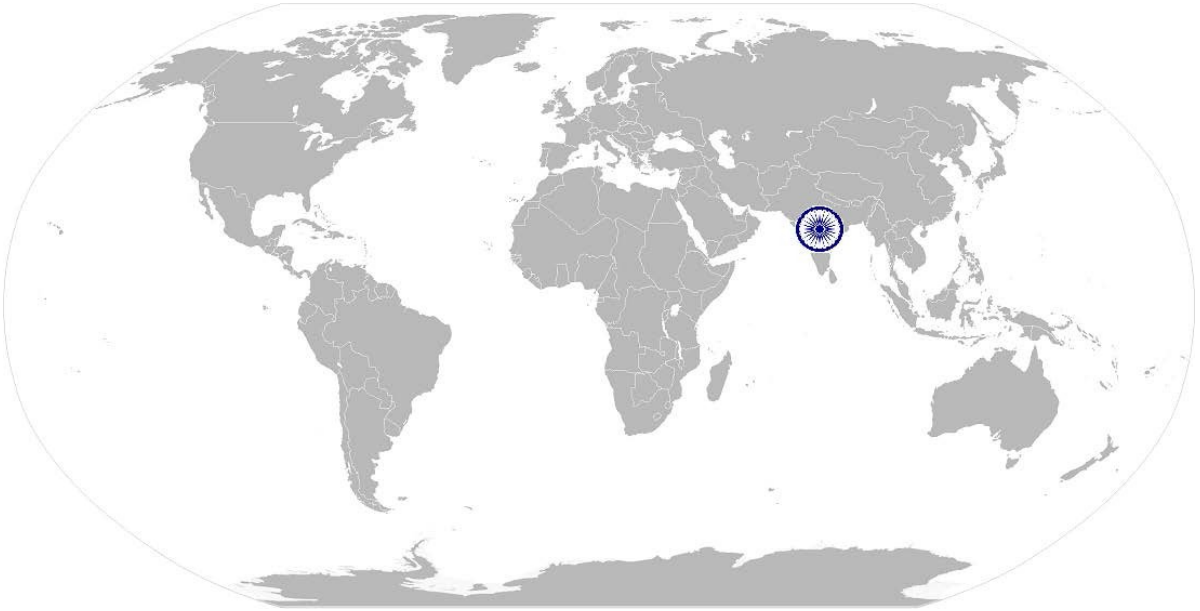
| | |
|---|---|
| **A. Organizational Context** (Knowledge of the company / organization and its processes) | The user/individual on the job needs to know and understand:<br>KA1. Guidelines on communicating with individuals<br>KA2. Guidelines on maintaining confidentiality and respecting need for privacy<br>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:<br>KB1. How to communicate effectively<br>KB2. When to ask for assistance when situations are beyond one's competence and authority<br>KB3. How to maintain confidentiality and to respect an individual's need for privacy<br>KB4. How to ensure that all information provided to individuals is from reliable sources<br>KB5. How to handle stressful or risky situations when communicating with individuals<br>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)**

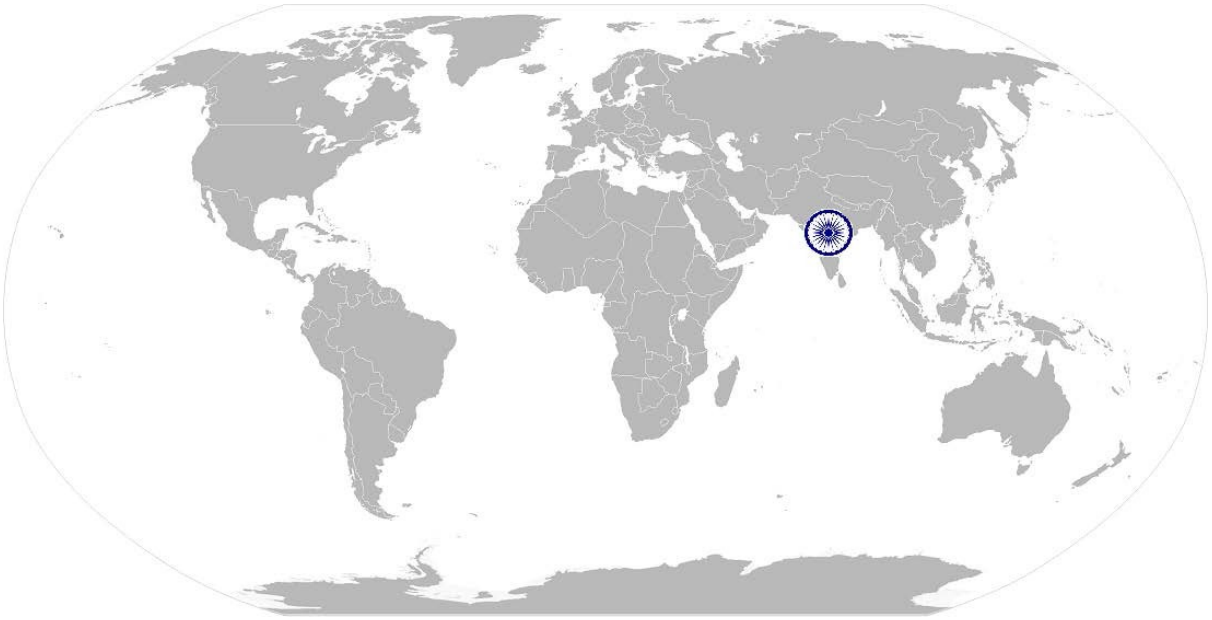
| | |
|---|---|
| **A. Core Skills/ Generic Skills** | **Writing Skills** |
| | The user/ individual on the job needs to know and understand how to:<br>SA1. Write at least one local/ official language used in the local community<br>SA2. Maintain any records required after the interaction |
| | **Reading Skills** |
| | The user/individual on the job needs to know and understand how to:<br>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:<br>SA4. Speak at least one local language<br>SA5. Communicate effectively with all individuals |
| **B. Professional Skills** | **Decision Making** |
| | The user/individual on the job needs to know and understand how to:<br>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:<br>SB2. Be responsive to problems of the individuals<br>SB3. Be available to guide, counsel and help individuals when required<br>SB4. Be patient and non-judgemental at all times |
| | **Problem Solving** |
| | The user/individual on the job needs to know and understand how to:<br>SB5. Create work-around to overcome problems faced in carrying out roles and duties |
| | **Analytical Thinking** |
| | Not applicable |
| | **Critical Thinking** |
| | Not applicable |

# NOS Version Control

| NOS Code | HSS/N9601 | | |
|---|---|---|---|
| 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 recognise the boundaries of the role and responsibilities and working within the level of competence in accordance with legislation, protocols and guidelines.**

National Occupational Standard

| Unit Code | HSS/N9603 |
|---|---|
| Unit Title (Task) | Act within the limits of one's competence and authority |
| Description | 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<br>This is applicable to all Allied Health Professionals working in an organised, regulated environment |
| Scope | This unit/task covers the following:<br>• Acting within the limit of one's competence and authority;<br>o Knowing one's job role<br>o Knowing one's job responsibility<br>o Recognizing the job role and responsibilities of co workers<br>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'. |

| Performance Criteria(PC) w.r.t. the Scope | |
|---|---|
| **Element** | **Performance Criteria** |
| | To be competent, the user/individual on the job must be able to:<br>PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice<br>PC2. Work within organisational systems and requirements as appropriate to one's role<br>PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority<br>PC4. Maintain competence within one's role and field of practice<br>PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice<br>PC6. Promote and demonstrate good practice as an individual and as a team member at all times<br>PC7. Identify and manage potential and actual risks to the quality and safety of practice<br>PC8. Evaluate and reflect on the quality of one's work and make continuing improvements |

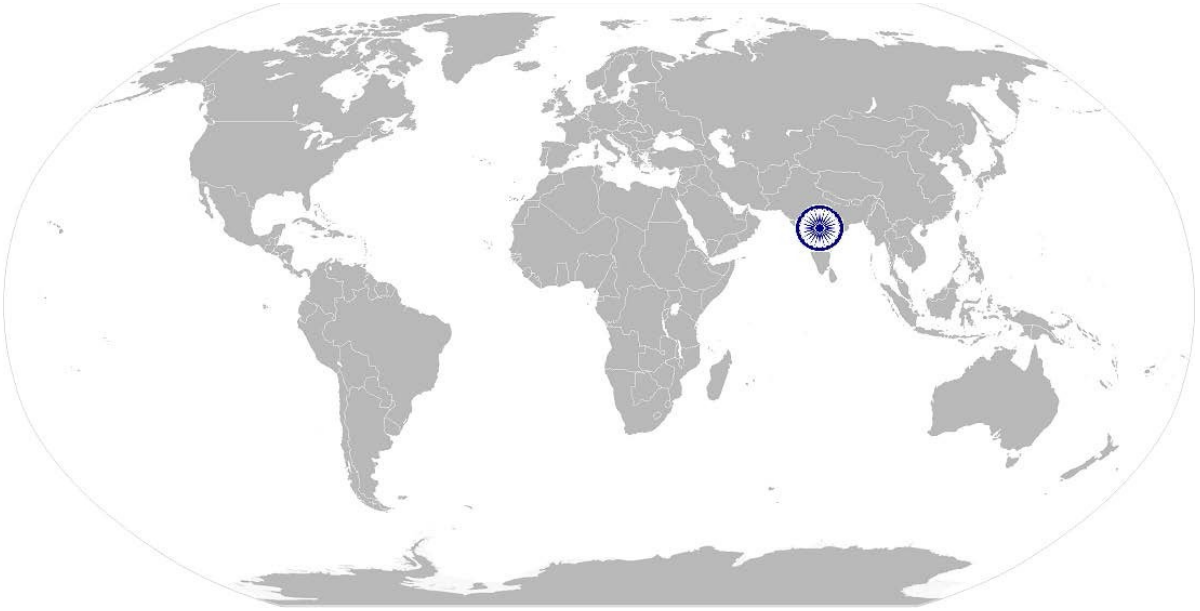
| Knowledge and Understanding (K) | |
|---|---|
| **A. Organizational Context** (Knowledge of the company / organization and its processes) | The user/individual on the job needs to know and understand:<br>KA1. The relevant legislation, standards, policies, and procedures followed in the organization<br>KA2. The medical procedures and functioning of required medical equipment<br>KA3. Role and importance of assisting other healthcare providers in delivering care |

| | |
|---|---|
| **B. Technical Knowledge** | The user/individual on the job needs to know and understand:<br>KB1. The boundaries of one's role and responsibilities and other team members<br>KB2. The reasons for working within the limits of one's competence and authority<br>KB3. The importance of personally promoting and demonstrating good practice<br>KB4. The legislation, protocols and guidelines effecting one's work<br>KB5. The organisational systems and requirements relevant to one's role<br>KB6. The sources of information that can be accessed to maintain an awareness of research and developments in one's area of work<br>KB7. The difference between direct and indirect supervision and autonomous practice, and which combination is most applicable in different circumstances<br>KB8. The risks to quality and safety arising from:<br>o Working outside the boundaries of competence and authority<br>o Not keeping up to date with best practice<br>o Poor communication<br>o Insufficient support<br>o Lack of resources<br><br>KB9. The importance of individual or team compliance with legislation, protocols, and guidelines and organisational systems and requirements<br>KB10. How to Report and minimise risks<br>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<br>KB12. The processes by which improvements to protocols/guidelines and organisational systems/requirements should be reported<br>KB13. The procedure for accessing training, learning and development needs for oneself and/or others within one's organisation<br>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 |
| **Skills (S)** | |
| **A. Core Skills/ Generic Skills** | **Writing Skills** |
| | The user/ individual on the job needs to know and understand how to:<br>SA1. Document reports, task lists, and schedules<br>SA2. Prepare status and progress reports<br>SA3. Record daily activities<br>SA4. Update other co-workers |
| | **Reading Skills** |
| | The user/individual on the job needs to know and understand how to:<br>SA5. Read about changes in legislations and organizational policies<br>SA6. Keep updated with the latest knowledge |
| | **Oral Communication (Listening and Speaking skills)** |

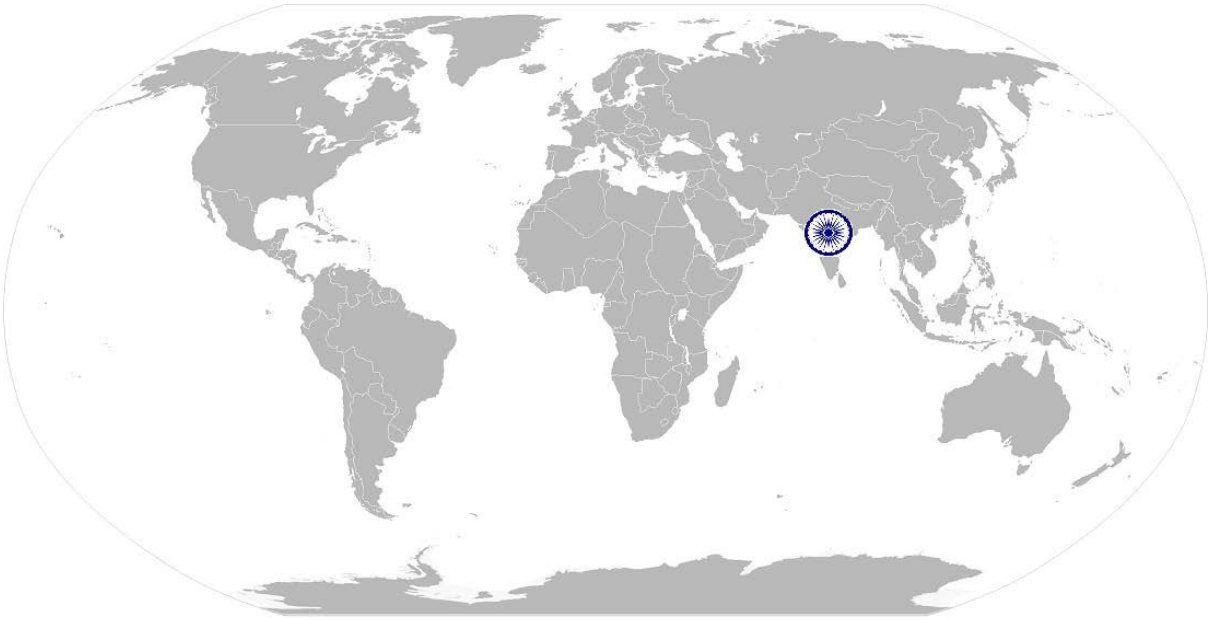
| | |
|---|---|
| | The user/individual on the job needs to know and understand how to:<br>SA7. Discuss task lists, schedules, and work-loads with co-workers<br>SA8. Give clear instructions to patients and co-workers<br>SA9. Keep patient informed about progress<br>SA10. Avoid using jargon, slang or acronyms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

# 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.**

National Occupational Standard

| Unit Code | HSS/N9606 |
|---|---|
| Unit Title (Task) | Maintain a safe, healthy, and secure working environment |
| Description | This OS unit is about monitoring the working environment and ensuring a safe, healthy, secure and effective working conditions<br>This OS unit applies to all Allied Health professionals working within an organised workplace |
| Scope | This unit covers the following:<br>• Complying the health, safety and security requirements and procedures for Workplace<br>Handling any hazardous situation with safely, competently and within the limits of authority<br>Reporting any hazardous situation and breach in procedures to ensure a safe, healthy, secure working environment |

| Performance Criteria(PC) w.r.t. the Scope | |
|---|---|
| **Element** | **Performance Criteria** |
| | To be competent, the user/ individual on the job must be able to:<br>PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements<br>PC2. Comply with health, safety and security procedures for the workplace<br>PC3. Report any identified breaches in health, safety, and security procedures to the designated person<br>PC4. Identify potential hazards and breaches of safe work practices<br>PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority<br>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<br>PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently<br>PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person<br>PC9. Complete any health and safety records legibly and accurately |

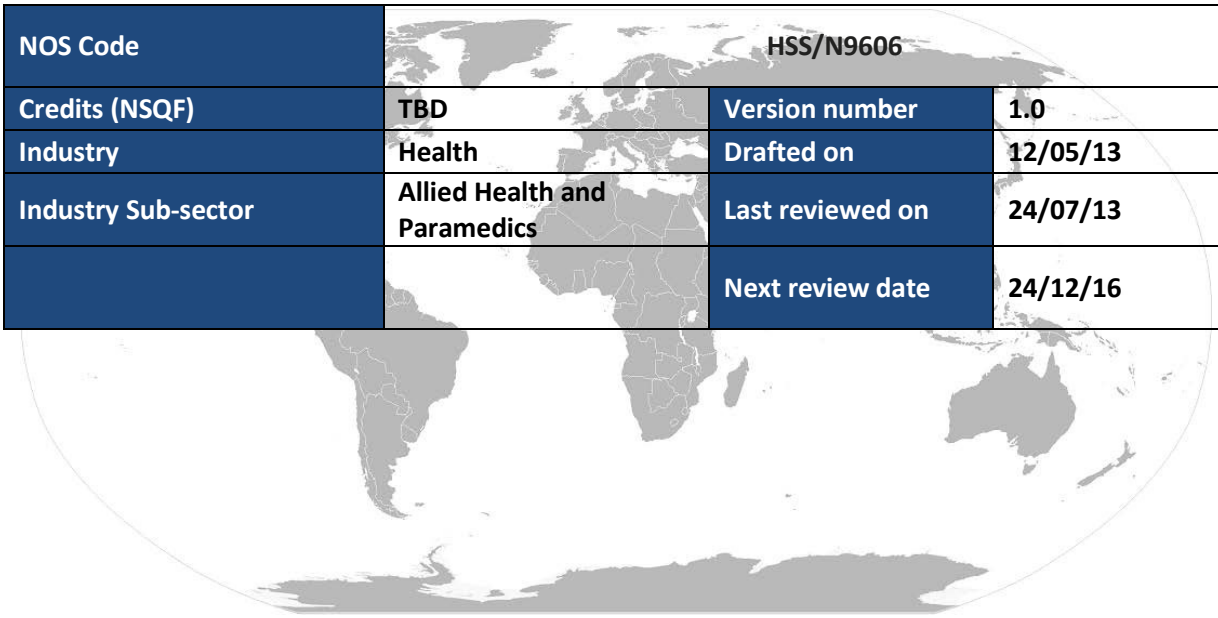
| Knowledge and Understanding (K) | |
|---|---|
| **A. Organizational Context** (Knowledge of the company / organization and its processes) | To be competent, the user/ individual on the job needs to know and understand:<br>KA1. The importance of health, safety, and security in the workplace<br>KA2. The basic requirements of the health and safety and other legislations and regulations that apply to the workplace<br>KA3. The person(s) responsible for maintaining healthy, safe, and secure workplace<br>KA4. The relevant up-to-date information on health, safety, and security that applies to the workplace<br>KA5. How to report the hazard<br>KA6. The responsibilities of individual to maintain safe, healthy and secure workplace |

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

| | |
|---|---|
| | **Analytical Thinking** |
| | To be competent, the user needs to know and understand how to:<br>SB9. Analyse the seriousness of hazards |
| | **Critical Thinking** |
| | To be competent, the user needs to know and understand how to:<br>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 |

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| 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 preperation 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 |

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| | PC9. Educate the patient on removing the needle and insulin syringe or device and deposing 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 characterstics | | 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 individiuals have ben 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 ned 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 |

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| | 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 | 39 |

| **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 |

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| 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 preperation 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 deposing 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 characterstics | |
| | 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 individiuals have ben met | |

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| | PC6. Adhere to guidelines provided by one's organization or regulatory body relating to confidentiality | |
| | PC7. Respect the individuals ned 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 Comunication)** | | **20** |