

National Diabetes Nursing Education Framework

Implementation modules workbook



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ADEA is a National Health Professional
Body Agent for the NDSS.



The NDSS is administered by Diabetes Australia

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Contact details

If you require further information about this resource, please contact the Australian Diabetes Educators Association on (02) 6287 4822. To find out more about diabetes education and the pathway to becoming a Credentialed Diabetes Educator (CDE), go to the ADEA website adea.com.au.

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Introduction

This workbook will guide you step-by-step through learner activities in the National Diabetes Nursing Education Framework Implementation Modules (the Framework modules).

We recommend you download and/or print this workbook and complete the activities as you work through the modules. We also recommend downloading the National Diabetes Nursing Education Framework (the Framework) so you can refer to it throughout.

Using this workbook

At the beginning of each module, you will find an overview of the learning outcomes.

As you work through the modules, you will be asked to complete different activities to help you meet these learning outcomes, including:

- » reflecting on your current knowledge and competencies
- » identifying areas you would like to build your knowledge and skills
- » considering how you might apply your learning in your workplace.

We encourage you to complete these activities as you work through the modules. You can complete them by typing into the provided spaces or by downloading the workbook and writing. This will allow you to discuss your answers with a supervisor or mentor, reflect on your progress, and identify your goals.

Module 1

Activity: What is my nurse level?

These four levels represent the scope of practice and associated competence required of nurses working in different contexts of diabetes care and management.

To help you determine your nurse level, start with reflecting on the following questions:

Do I have basic knowledge and skills in diabetes care and management? **(Foundation level)**

☐ Yes

☐ No

Do I directly support people living with diabetes? **(Proficient level)**

☐ Yes

☐ No

Do I intensely support people living with diabetes? **(Specialist level)**

☐ Yes

☐ No

Do I manage a specialist diabetes caseload? **(Expert level)**

☐ Yes

☐ No

Now, work through the Diabetes nursing professional development pathway (page 10 of the Framework) to help you determine your nurse level. Start with the level that corresponds to your answer in the previous step.

What practice area do I work in? Am I working in acute, primary, community, aged care, or in a specialist referral, research, or management role?

What population group do I provide care to? Do I work with the broader population, or primarily with individuals living with diabetes, their families, and carers?



Diabetes nursing professional development pathway

Learning continuum	Foundation level nurses	Proficient level nurses	Specialist level nurses	Expert level nurses
Credentialed Diabetes Educator (CDE) status		May be working toward gaining CDE status	CDE	CDE/NP (Nurse Practitioner).
Level of practice	Regular contact with people living with diabetes	Roles that directly support people managing their diabetes.	Roles that intensely support people managing their diabetes	Roles that manage a specialist diabetes caseload and lead service design. May be a nurse practitioner.
Population group	General population	People living with pre-diabetes or diabetes with predictable health needs.	People across the diabetes continuum, including newly diagnosed adults, young people, pregnant women and those at high-risk of complications.	People living with diabetes with complex health needs.
Typical practice area	Clinical care, aged care	Clinical care, primary care and education.	Referral-based specialist clinical care, primary care, education, research, private practice.	Referral-based specialist clinical care, primary care, education, research, leadership, management, private practice.
Level of diabetes knowledge and skill	Foundational diabetes knowledge and skill for all practice settings.	Extended diabetes knowledge and skill beyond foundation Level.	Advanced knowledge and skill, specialised in diabetes education and management.	Expert knowledge and skill, expert in diabetes education and management.
Post-registration education pathway and relevant qualifications/ courses	Diabetes short courses for competency in diabetes care and management.	Ongoing diabetes learning, continuing professional development relevant to diabetes, undertaking Graduate Certificate in Diabetes Education and Management.	Ongoing diabetes learning, formal learning experiences, Graduate Certificate in Diabetes Education and Management.	Ongoing diabetes learning, postgraduate study, Masters/Master NP, PhD.



Go to page 10 in the Framework for more information about nurse levels.

What postgraduate education have I completed?
Short courses or modules in diabetes care or a Graduate Certificate
in Diabetes Education?

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These questions will help you to determine your nurse level. If you are still having trouble determining your nurse level you may like to discuss it with a colleague, your manager, supervisor, lecturer or mentor.

Extra resources

You may also like to refer to the Diabetes Care Elements log from the [ADEA Student Placement Record Book](#) which highlights care elements that must be achieved during clinical placement. Investigating these core skills that are expected when on the pathway to becoming a CDE may provide guidance when determining your nurse level.

You may like to again consider or refer to the [ADEA Scope of Practice guidelines](#) and [Nursing and Midwifery Board of Australia \(NMBA\) scope of practice guidelines](#) when considering your nurse level.

Modules 2 to 5

Activity: My nurse level

Now that you have identified your nurse level, complete the matching module.

My nurse level is:

☐ Foundation ☐ Proficient ☐ Specialist ☐ Expert

Reflect on your current skills and knowledge

In the space below, write down your daily tasks and responsibilities that use your nurse level knowledge.

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Identify your goals

Consider areas you would like to upskill in when performing your role in your current nursing level. Or identify knowledge and skills you need to progress to the next nursing level. This can also support further professional development goals.

Skills (desirable/required?):

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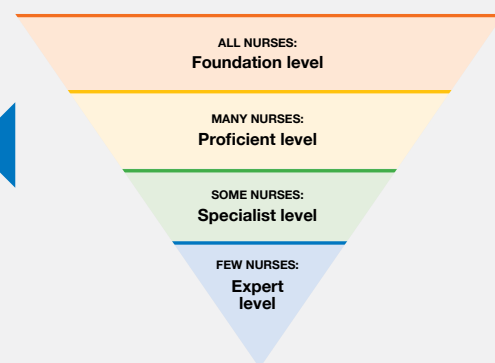
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Go to page 9 of the Framework for more information about nurse levels.

Example

Skills (desirable/required?)

Demonstrate self-management of blood glucose (SMBG) education including use of the lancet device, recording of blood glucose levels (BGLs) and interpreting the results.

I can do all of this now

E.g. I am able to demonstrate in a SMBG education session how to check a BGL including the use of the lancing device. I understand glucose targets before and after meals, how to record these and what they mean.

I can do some of this

E.g. I am able to demonstrate how to check a BGL but I am not confident with lancing devices. I understand when to monitor, however not what the results mean.

I can't do this at all

E.g. I have not upskilled in BGL monitoring technique.

Action/knowledge gaps

E.g. None OR

Learn how to use lancing devices and research what glucose levels mean and why OR

Upskill on how to use a blood glucose meter, a lancing device and when to monitor and what the results mean.

I can do all of this now:

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I can do some of this:

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I can't do this at all:

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Action/knowledge gaps:

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Activity: Chosen competency

Use this space to write down the example competency from your nurse level module (or another if you have chosen to use your own from the Framework).



Example



Foundation level

Provision of care section

4. Support the person living with diabetes to make informed choices and actively self-manage their condition to the best of their ability.

Proficient level

Reflective practice and professional development section

12. Demonstrate awareness of digital health information and mobile technology that promotes and enhances diabetes self-management and education.

Specialist level

Provision of care section

8. Apply a wide variety of approaches to the education, counselling and motivation of people living with diabetes and modify the approach as required.

Expert level

Service and delivery section

42. Use appropriate dialogue, cultural context and collaborative partners to engage as an advocate and leader/expert in diabetes and pre-diabetes education and management activities.

Activity: Self-reflection

Think of three reflection questions (more if you like) to reflect on knowledge and skills that relate to your chosen competency. You may also consider using the self-reflection template on the next page.

Write your questions and their answers below.

Question 1:

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Question 2:

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Question 3:

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Example



Can I think of a time(s) when I have used these skills in my practice? Are there any gaps in my knowledge and skills that I need for my chosen competency?

Further example questions are provided within your online module if using the example competency provided, and on the template on the next page.

National Diabetes Nursing Education Framework

Self-reflection template

Chosen competency statement:

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Self-reflection questions

1. How effectively am I integrating and applying the theoretical knowledge I've gained in this area of diabetes care? Are there any additional theoretical concepts or learning areas that would further strengthen my understanding?

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2. Do I feel confident that I hold the knowledge and skills required to demonstrate this competency?

☐ Yes ☐ No If not, why?

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3. Identify two examples of how you can demonstrate this area of diabetes care (give specific examples).

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4. Identify two areas you feel you need to develop further (be specific).

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Example



I can ask my supervisor to assess me providing a SMBG education session for a client newly diagnosed with type 2 diabetes attending our service.

Example



I need to practice the steps involved in SMBG education, and follow a checklist to ensure nothing is missed.

Activity: Self-assess and interpret your results

After you have reflected on your proficiency in relation to the competency, you need to choose your assessment rating (see also page 15 of the Framework).

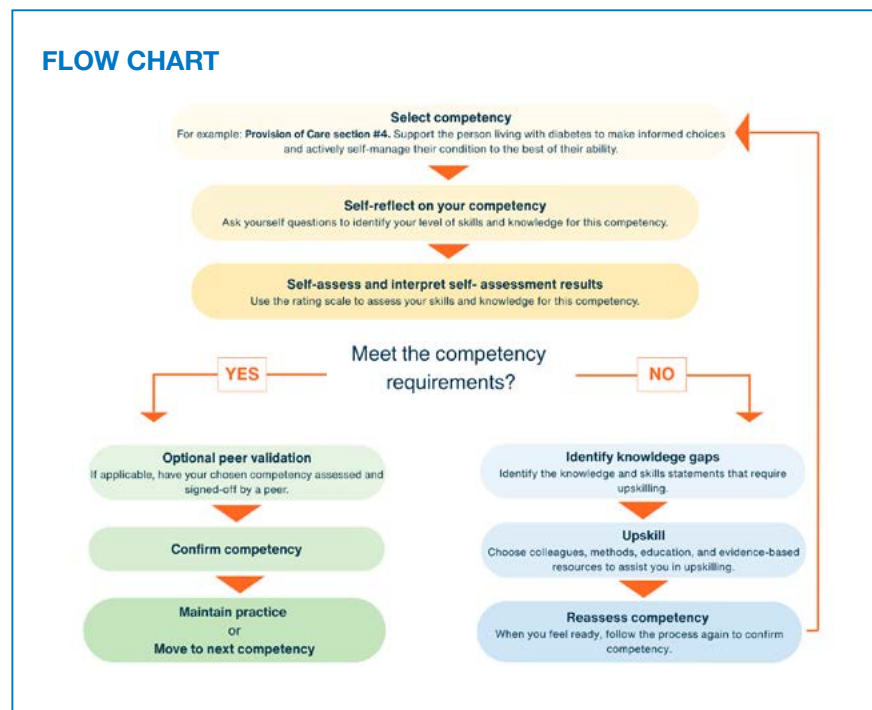
Assessment rating scale

- D** Demonstrated. This rating is used when no gaps have been identified.
- NYD** Not yet demonstrated. This rating is used when knowledge and skills gaps have been identified. You will need to upskill in this competency.
- N/A** Not applicable in setting/scope. This rating is used when the aspect of care is out of scope of your role in your nursing practice.

My self-assessment rating is:

- ☐ **D** - Demonstrated ☐ **NYD** - Not yet Demonstrated
- ☐ **N/A** - Not applicable in setting/scope

Next, use the flow chart to identify your next steps.



D rating: you may wish to continue with a peer assessment to confirm your competency. Or you can identify other competencies you would like to develop, to continue to grow your knowledge and capabilities.

NYD rating: you will need to identify your knowledge gaps and upskill.

Have I met the requirements?



Note:

Remember to consider or refer to the ADEA Scope of Practice guidelines and NMBA scope of practice guidelines when considering your nurse level and scope of practice.

Activity: Identify your knowledge and skills gaps

Part 3 of the Framework supports you in continuing to build and develop your knowledge and skills.

Step 1: Identify knowledge and skills related to your chosen competency.

Aspect of care:

Knowledge and skills statement(s)

Aspect of care:

Knowledge and skills statement(s)

Aspect of care:

Knowledge and skills statement(s)



Note:

Go to **Aspects of diabetes care** in Part 3 of the Framework (page 24) and identify those that relate to your chosen competency.

Next, go to the knowledge and skills statements listed under each of the aspects you identified (page 25). Using your professional judgement, identify specific knowledge and skills statements that align with your chosen competency. Refer to the modules for knowledge and skills statements relevant to the example competency from your nurse level module.

Step 2: Assess your knowledge and skills to identify gaps

You may now wish to self-assess your knowledge and skills statements or have a peer assessment. For self- or peer-assessment of knowledge and skills statements, the following rating scale is used (see also page 23 of the Framework).

Assessment rating scale

Rating 1: Developing 'I need to develop my knowledge and skills relating to this statement to support my current nursing practice.'

This rating is used when knowledge and skills gaps have been identified. You will need to upskill.

Rating 2: Competent 'I can demonstrate that I adequately meet the knowledge and skills relating to this statement.'

This rating scale is used when you feel confident in most areas, but there may be an area or two that you would like to continue to develop to feel that you comprehensively meet the knowledge and skills relating to this statement.

Rating 3: Excellent 'I can demonstrate that I comprehensively meet the knowledge and skills relating to this statement.'

This rating scale is used to indicate that you have high levels of competency. Once you have reached rating 3 in your knowledge and skills statement(s) you may feel ready for a peer assessment on your chosen knowledge and skills statements or your aligned competency statement.

N/A: Not applicable 'In my current nursing practice, this aspect of care does not apply to me.'

Note:

There are several ways for you to demonstrate your knowledge and skills statements should you wish to have these assessed. This includes:

- Demonstrating clinical competencies
- Assessment and care planning
- Verbal questioning
- Reflection on clinical practice
- Case study responses



Activity: Upskilling

Once you have identified knowledge and skills gaps, the next step is to source evidence-based learning resources to support your ongoing professional development.

These may include materials and activities from reputable peak bodies and professional organisations, and may include podcasts, webinars, short courses, fact sheets, and online learning modules.

Other options include workplace-based learning opportunities (e.g. in-service and education sessions), as well as more formal study, such as a Graduate Certificate in Diabetes Education and Management.

It's important to consider both the relevance of the material and the strength of evidence behind it. Different resource types provide different levels of reliability and scientific rigour.

A common way to evaluate this is through the **hierarchy (or levels) of evidence**, which ranks evidence sources from strongest to weakest based on how likely they are to minimise bias and produce trustworthy conclusions.

When selecting resources, consider:

- » whether the information is peer reviewed
- » the publication date and currency
- » the reputation of the publisher or organisation
- » whether the evidence directly applies to your practice context
- » the methodology used in the research.

Evidence-based practice strengthens professional decision-making by ensuring that learning and development activities are informed by the most robust research rather than opinion alone.

List evidence-based resources you wish to explore:

1.
2.
3.
4.



Hierarchy (or levels) of evidence

Level 1
Systematic reviews and meta-analyses

Level 2
Randomised controlled trials (RCTs)

Level 3
Controlled trials without randomisation

Level 4
Case-control and cohort studies

Level 5
Systematic reviews of descriptive studies

Level 6
Single descriptive or qualitative studies

Level 7
Expert opinion and authority

Strongest

Weakest

Note:

See your nurse level module for resources provided for example competencies.

You may also find it valuable to explore the evidence-based research guidance provided by the [Ellis Medical Library](#), which includes detailed information on:

- Conducting effective literature searches
- Understanding different study designs
- Evaluating quality of evidence
- Using databases and search strategies effectively

Activity: Peer assessment

After watching the peer assessment video in your nurse level module, reflect on the following questions:

How would you have demonstrated this competency?

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Did you have different ideas?

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Was there an answer in this example that you hadn't thought of?

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Note:

Remember to refer to the video in the module for an example of a peer assessment.



Undertaking a peer assessment

You and your peer assessor will reflect on how you have demonstrated or not yet demonstrated your chosen competency. Your peer assessor may consider questions like those you used in your own self-reflection.

Demonstrating competency

You and your assessor should complete the self-rating and assessment rating within the Framework (see example image below).

Note:

Use the competency assessment rating scale (found on page 15 of the Framework).

Proficient level nurses

In addition to the competencies for all nurses, proficient level nurses need to achieve the following competencies.

SR = Self rating AR = Assessor rating

Competency statement	SR	AR
Rating scale: 1 = Developing, 2 = Competent, 3 = Excellent, N/A = Not applicable		
Provision of care		
1. Use sound judgement to develop or provide advice on diabetes care plans, supported by rationales and outcomes.		
2. Demonstrate clinical judgement in diabetes care and decision-making, and model best practice.		
3. Negotiate care and changes in care using a collaborative approach.		
4. Actively collaborate with the person living with diabetes, their carer/s, and the multidisciplinary team to establish clinical targets.		
5. Provide clinical care and advice to people living with diabetes with non-complex and predictable health needs.		
6. Assist the person living with diabetes who is not at high risk of diabetes-related health issues to establish realistic and meaningful self-management goals and success measures.		
7. Analyse risks and factors that could affect the current or future health status of the person living with diabetes and implement measures to minimise risks.		

Consider keeping in-depth records for your continuing professional development portfolio. A template is provided on the next page.

Note:

NMBA also have templates to support record keeping of your continuing professional development requirements.

National Diabetes Nursing Education Framework

Peer assessment template

Assessor name:

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Role/Title:

Date:

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Nurse level:

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Competency number and statement:

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Method used to demonstrate competency:

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Feedback from assessor:

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Assessment rating scale:

☐

D - Demonstrated

☐

NYD - Not yet Demonstrated

☐

N/A - Not applicable in setting/scope

Module 4 and 5

Activity: Being an assessor

This section will apply to you if you are at a specialist or expert level and wish to perform an assessor role. An assessor question guide and assessing a peer template are provided at the end of this section.

Points to consider:

- » It is important you have the skills and knowledge in the competency the individual is seeking assessment on.
- » Familiarise yourself with the rating scale (page 15 of the Framework).

Consider the characteristics of an effective mentor. See image below, from the ADEA mentoring program member manual.



- M** Manages the relationship
- E** Encourages
- N** Nurtures
- T** Teaches
- O** Offers mutual respect
- R** Responds to the mentee's needs

What are you looking for when assessing a peer?

When assessing a peer, you may ask questions like the following (these are also provided as a printable template on the next page):

- » Did they give all the information needed for their level of skill and knowledge?
- » Were they providing current evidence-based information, explanations and resources?
- » Was their understanding of relevant processes correct?
- » Did they use a person-centred approach in their care?
- » Did they consider the person's health literacy, and have they used appropriate language?
- » Did they consider the person's cultural background?

Note:

Resources that may support you when assessing a peer and how they interact with individuals living with diabetes include:

- [Diabetes Australia Our Language Matters statement](#)
- [Enhancing health literacy in diabetes care](#)
- [Person centred care toolkit](#)
- [ADEA Mentoring program mentor manual and microcredential](#)

Giving peer feedback

To give effective feedback when conducting a peer assessment, we recommend you use the sandwich method (see image) and also consider the following:

- » **Keep it balanced.** You may use the 3:1 rule (three positive points to one improvement).
- » **Be open to dialogue.** Provide time for your peer to respond or ask questions.
- » **Be objective and specific.** Keep feedback based on observations of the work, not on personal attributes.
- » **Constructive, not critical.** Think about how you are framing your constructive feedback and the language you choose. For example 'Next time it would be great to hear you speak about... will be more helpful than 'You should have said...' or 'You could consider including....' Rather than 'You didn't include...'

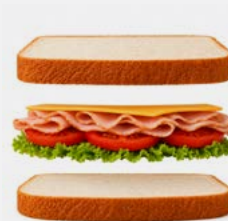
Things to avoid when providing feedback to your peer:*

- » Providing feedback that is too positive or too vague.
- » Providing too much feedback, overloading them. You do not need to comment on every detail.
- » Comparison with others. Try not to compare your peer to other colleagues. Instead, evaluate them against the competency and its requirements.
- » Providing unrealistic feedback. Ensure your suggestions are realistic and achievable for your peer, based on their knowledge, skills, resources, and time etc.

You and the individual being assessed should complete the self-rating and assessor rating within the Framework.

Proficient level nurses		
In addition to the competencies for all nurses, proficient level nurses need to achieve the following competencies.		
	SR = Self rating AR = Assessor rating	
Competency statement		
Rating scale: 1 = Developing, 2 = Competent, 3 = Excellent, N/A = Not applicable	SR	AR
Provision of care		
1. Use sound judgement to develop or provide advice on diabetes care plans, supported by rationales and outcomes.		
2. Demonstrate clinical judgement in diabetes care and decision-making, and model best practice.		
3. Negotiate care and changes in care using a collaborative approach.		
4. Actively collaborate with the person living with diabetes, their carer/s, and the multidisciplinary team to establish clinical targets.		
5. Provide clinical care and advice to people living with diabetes with non-complex and predictable health needs.		
6. Assist the person living with diabetes who is not at high risk of diabetes-related health issues to establish realistic and meaningful self-management goals and success measures.		

* University of Melbourne (n.d.) Participating in peer review. In Communication skills for study and assessment. Available at: [University of Melbourne – Participating in peer review](#) (Accessed: June 2026).



- Positive comment
- Constructive criticism
- Positive comment

Note:

You may also like to explore further resources on peer assessment and providing feedback such as the Giving Effective Feedback guide from the [Australian Medical Council](#).

Note:

You are encouraged to keep more in-depth records for your continuing professional development. Templates are provided on the following pages.

NMBA also have [templates](#) to help you keep records of your continuing professional development requirements.

National Diabetes Nursing Education Framework

Assessor question guide

How effectively is the individual integrating and applying the theoretical knowledge they have gained in this area of diabetes care? Are there any additional theoretical concepts or learning areas that would further strengthen their understanding?

Were they providing correct and current evidence-based information, explanations and resources?

☐ Yes ☐ No

Does the individual hold the knowledge and skills required to demonstrate this competency?

☐ Yes ☐ No

If not, where could they improve?

Identify two examples of what the individual did well when demonstrating this area of diabetes care (give specific examples).

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Identify two areas you feel the individual could develop further (be specific and talk through ways the individual could work to achieve these).

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Did the individual use a person-centred approach in their care?

☐ Yes ☐ No

Did the individual consider the person's health literacy, and have they used appropriate language?

☐ Yes ☐ No

Did the individual consider the person's cultural background and provide culturally safe care?

☐ Yes ☐ No

Example



The individual listened to the client and addressed their concerns and fears over SMBG, working with them to create a monitoring plan that would work for them.

Example



The individual missed some steps when providing SMBG education. I will work through the checklist and role play with them to upskill in this area.

National Diabetes Nursing Education Framework

Assessing a peer template

Assessee name:

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Role/Title:

Date:

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Nurse level:

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Competency number and statement:

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Method used to demonstrate competency:

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Feedback from assessor:

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Assessment rating scale:

☐

D - Demonstrated

☐

NYD - Not yet Demonstrated

☐

N/A - Not applicable in setting/scope

Module 6

Activity: Who benefits from the Framework

Describe one benefit of the Framework for each group below.

Nursing students:
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Nurses:
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Workplaces/Organisations:
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TAFEs and Universities:
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People living with diabetes, their carers and families:
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Activity: Benefits of using the Framework

Outline how the Framework could guide individuals in:

Upskilling:
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Career development:
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Supporting individuals living with diabetes:
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Note:
Refer to module 6 for examples.



Activity: Finding a mentor

After considering the suggestions in module 6, write down the name(s) of a colleague(s) who could provide support, advice and guidance on finding a mentor for a peer assessment. Then, write down the name(s) of people you could approach to become a mentor.

Colleague(s) that I can gain support, advice and knowledge from:

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Mentor(s) for my competency assessment:

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Benefits of mentoring

Benefits to mentees:

- » Enhance knowledge and skills
- » Build confidence in skills
- » Achieve or sustain job satisfaction
- » Translate knowledge into practice

Benefits to mentors:

- » Gain new perspectives and opinions
- » Refresh their perspective on the profession
- » Develop confidence and advance skills
- » Earn re-credentialling points

Benefits to employers:

- » Improve staff retention
- » Enhance service delivery
- » Strengthen communication within the organisation
- » Foster networks for collaboration



Note:

If you are a member of ADEA, ensure you take advantage of the [ADEA mentoring program](#). This program is free to ADEA members and includes access to resources, support and a mentoring-specific learning module.

Activity: Professional development goal

After reviewing the diabetes nursing professional development pathway in module 6, you may wish to document your own professional development goal(s). For example: *I want to move from proficient to specialist level.*

Refer to the example questions in module 6 to design a plan to achieve this goal.

Of course, you may have more than one professional development goal at a time. It is easiest to develop one plan per goal.

My professional development goal(s)

1.
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2.
.....
3.
.....

CDE Pathway



Image source: Used with permission from adea.com.au/cde-pathway (June 2026).

Note:

If your goal is to become a CDE, refer to the [ADEA CDE pathway](#) to support you in developing your goals and your professional development plan.

Activity: SMARTER goal setting

Write down three steps you could take to achieve one of your professional development goals. If you are unsure, refer to the examples in module 6.

1.
2.
3.

A SMARTER goal is one that provides clear steps and is easy to track progress.

S	Specific
M	Measurable
A	Achievable
R	Realistic
T	Time specific
E	Evaluate
R	Reflect

Your SMARTER goal:

S	
M	
A	
R	
T	
E	
R	

Now write out your SMARTER goal as a sentence.

I want to:

by (date):

I will achieve this by:

.....
.....



Note:

Refer to module 6 for a SMARTER goal example.



Activity: Expanding on your professional development plan

Break your steps down further into time-specific, smaller goals and write them below. This will help keep you on track to achieving your goal. For example, "Step 1: Research three institutions offering the Graduate Certificate in Diabetes Education and Management Course by the end of this month."

Marking mentor catch ups on your timeline will also help you stay accountable, organised and on track.

Step 1:

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Step 2:

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Step 3:

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Step 4:

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Evaluation and evidence of learning

What will demonstrate that I have achieved the goal?

- ☐ Completed course/module
- ☐ Certificates of attendance
- ☐ Case studies
- ☐ Reflective writing
- ☐ Supervisor feedback
- ☐ Audit or quality improvement activity

Describe the evidence collected:

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Note:

Refer to module 6 for an example.



Application to practice

How will this learning change my clinical practice?

Anticipated impact on diabetes care

How will this upskilling impact people living with diabetes in my care?

Reflection questions to consider at the end of your timeframe

Did I achieve this goal?

☐ Yes ☐ No

Was the timeframe realistic?

☐ Yes ☐ No

Were there barriers or limitations?

☐ Yes ☐ No

If so, how could I overcome these?

Do I still have knowledge gaps that need to be addressed?

☐ Yes ☐ No

Am I ready for competency assessment?

☐ Yes ☐ No

Am I ready to progress to the next nurse level?

☐ Yes ☐ No

On the following page there is space to compile a list of further competencies you may like to work towards. Remember to link back to your professional development goal and the competencies that may help you to achieve this.

Note:

You may like to repeat the above goal-setting process for specific competencies or knowledge and skills statements within the Framework.



Continuing your professional development

Below is space to compile a list of further competencies you may like to work towards. Remember to link back to your professional development goal and which competencies may help you to achieve this.

Knowledge gap to address:

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Competency:

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Knowledge and skills statement:

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Evidence-based resources:

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Timeframe to achieve competency:

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Example



Knowledge gap to address:

Improve confidence and knowledge providing education on CGM and pump use.

Competency:

Foundation level, Provision of Care section

4. Support the person living with diabetes to make informed choices and actively self-manage their condition to the best of their ability.

Knowledge and skills statement:

1.6 Provide meaningful and appropriate health education within individual scope of practice.

Evidence-based resources:

ADEA IPT and CGM microcredentials
NDSS Resources.

Timeframe to achieve competency:

12 months

Activity: Call to action — how will you support promotion and awareness of the Framework?

You have heard from our nursing colleagues about how they use the Framework day to day, and how important it is to keep encouraging awareness of the Framework to improve capability in the health care sector.

How will you support promotion and awareness of the Framework?

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What is one way you will continue to use the Framework?

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What is one way you could promote or encourage your colleagues to use the Framework?

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Note:

Listen to the audio bites featured in modules 1 and 6 for examples from your peers.



Congratulations on completing the National Diabetes Nursing Education Framework implementation modules and accompanying workbook.

For more information on the CDE pathway and the mentor program available to ADEA members.

Contact **ADEA**
email: CDE@adea.com.au
phone: **02 6173 1000**

For further resources for health professionals and individuals living with diabetes visit www.ndss.com.au.

NDSS Helpline 1800 637 700
ndss.com.au