

NAME: \_\_\_\_\_

**Tier 3.** For all the statements you are required to be able to demonstrate competency. For suggested evidence of achievement of competency please see introduction.

DESCRIPTION OF COMPETENCY	None (link to action plan)	Gaining (link to action plan)	Achieved Date of completing self-assessment (DD/MM/YY)	Date and signature of manager/mentor witnessing evidence
<p><b>Understanding the systems and guidance</b></p> <ul style="list-style-type: none"> <li>• Demonstrate comprehensive understanding of local procurement pathways, ordering processes, and operational procedures for diabetes technologies.</li> <li>• Apply ABCD/DTN best-practice guidance and position statements, including those relating to psychology, pregnancy, emergency care, and complex clinical scenarios.</li> <li>• Demonstrate in-depth knowledge of current national and international guidance relating to continuous glucose monitoring (CGM) and insulin pump therapies.</li> <li>• Demonstrate in-depth knowledge of the features of available CSII and hybrid closed-loop (HCL) systems, including battery type, water resistance, insulin delivery mechanisms, cannula and reservoir options.</li> <li>• Demonstrate advanced knowledge of pump functions (e.g. temporary basal rates, advanced bolus options, preset carbohydrate entries, activity/exercise modes) and provide appropriate clinical advice on their use.</li> <li>• Provide evidence of completion of system-specific training across relevant CGM, CSII, and HCL technologies.</li> <li>• Demonstrate detailed knowledge of HCL algorithms and apply the CARES Framework (2019).</li> <li>• Demonstrate the ability to provide robust comparisons of clinical outcomes and expectations between HCL systems and MDI/CSII therapy, including assessment of risks, benefits, additional functionalities, and follow-up and monitoring requirements.</li> </ul>				

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<p><b>Clinical application</b></p> <p><b>Continuous Glucose Monitoring</b></p> <p>Demonstrate advanced theoretical knowledge of CGM systems and their clinical application by:</p> <ul style="list-style-type: none"> <li>• Critically appraise and explain CGM device evidence, including: <ul style="list-style-type: none"> <li>» study design and evaluation methods used for device approval,</li> <li>» populations studied (e.g. age, diagnosis, clinical characteristics),</li> <li>» sensor accuracy during physiological challenges such as post-prandial glucose excursions.</li> </ul> </li> <li>• Demonstrate expert understanding of CGM accuracy metrics (e.g. 20/20 and 40/40 criteria) and apply this knowledge to educate people with diabetes on the risks and limitations of CGM-based clinical decision-making.</li> </ul> <p><b>Insulin pumps</b></p> <ul style="list-style-type: none"> <li>• Demonstrate ability to deliver pre-pump consultations in accordance with local standard operating procedures.</li> <li>• Demonstrate ability to calculate and advise on safe background insulin adjustments prior to CSII or HCL initiation.</li> <li>• Demonstrate expert competence in calculating and safely adjusting insulin pump settings, including basal rates, insulin-to-carbohydrate ratios, correction factors, and temporary basal or HCL temporary target settings.</li> <li>• Demonstrate competence in supporting pump initiation and early optimisation, including first POD/ set changes, delivered face-to-face or via teleconsultation.</li> <li>• Demonstrate advanced clinical skills in the practical use of CSII and HCL systems, including: <ul style="list-style-type: none"> <li>» activation, verification, and deactivation of HCL modes,</li> <li>» configuration and review of alarms, alerts, reminders, and safety features,</li> <li>» identification and adjustment of individualised targets and parameters.</li> </ul> </li> <li>• Identify and respond to the need for tailored nutrition education, including carbohydrate counting, simplified meal management, and guidance on the glycaemic impact of foods, with clear clinical management pathways.</li> <li>• Demonstrate advanced procedural skills in injection and cannula site assessment, with evidence-based advice on skin integrity and site care.</li> <li>• Demonstrate expert knowledge of sick-day rules, risk mitigation strategies, and clinical responses to equipment failure or interruptions in basal insulin delivery.</li> <li>• Demonstrate ability to deliver high-quality teleconsultations and remote clinical support for CSII/HCL users.</li> <li>• Demonstrate ability to support, mentor, and upskill multidisciplinary team members to achieve competence in CSII and HCL onboarding, optimisation, and ongoing support</li> </ul>				

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<p><b>Special situations</b></p> <ul style="list-style-type: none"> <li>• Demonstrate advanced understanding of clinical data interpretation across CGM, pump, and HCL platforms, including recognition of patterns indicating suboptimal glycaemic outcomes and implement evidence-based management strategies to optimise glycaemic outcomes.</li> <li>• Demonstrate understanding of and demonstrate ability to recognise and address behavioural, physiological, and system-related factors contributing to low Time in Range (TIR) and/or high Time Below Range (TBR).</li> <li>• Demonstrate in-depth knowledge of safety principles and protocols for special populations and complex clinical scenarios, including pregnancy, renal impairment, mental health conditions, and diabetes-related complications.</li> <li>• Demonstrate ability to identify people with diabetes requiring individualised onboarding or complex management support, including those with high HbA1c, pregnancy, T1DE, significant comorbidities, or psychosocial complexity.</li> <li>• Demonstrate ability to deliver personalised education and guidance for lifestyle-related scenarios, including exercise, travel, fasting, alcohol consumption, medical investigations, and food management strategies.</li> <li>• Demonstrate advanced clinical skills in supporting individuals during intercurrent illness, equipment malfunction, or planned/unplanned disruption to insulin delivery.</li> <li>• Adapt education and management approaches to meet the needs of individuals with additional learning, cognitive, or personal support requirements.</li> <li>• Lead or contribute to the development of individualised care plans for people with complex needs, integrating safety protocols, clinical priorities, and personal circumstances.</li> <li>• Provide specialist input to multidisciplinary teams in the management of complex or high-risk cases, supporting consistent and safe practice.</li> <li>• Contribute to service-level learning and improvement by identifying recurring challenges in special situations and informing pathway development, guidance, or education resources</li> </ul>				

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<p><b>Signposting and supportive education</b></p> <ul style="list-style-type: none"> <li>• Demonstrate ongoing engagement with national and international professional forums, networks, or communities of practice to maintain and advance specialist knowledge in diabetes technology.</li> <li>• Proactively identify and access learning opportunities and evidence-based resources to support continuous professional development for self and the wider team</li> <li>• Act as a consistent and effective mentor, supporting team proficiency and confidence in the management of people with diabetes using CSII and HCL therapies.</li> <li>• Demonstrate ability to share specialist knowledge and clinical skills at local level, through formal teaching, case discussion, supervision, or informal peer support.</li> <li>• Provide leadership in fostering a culture of reflective practice and continuous learning within the team</li> <li>• Demonstrate active involvement in local quality improvement projects (QIPs) and clinical audit, contributing to service evaluation and enhancement.</li> <li>• Use audit, QIP, and service data to inform practice change, pathway refinement, or educational initiatives, supporting safe, effective, and evidence-based care</li> </ul>				

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<p><b>Evidence for competency</b></p> <p>If you are completing a reflection you may wish to consider the following section headers:</p> <ul style="list-style-type: none"> <li>• <i>What was the nature of the activity and/or event/experience?</i></li> <li>• <i>What did you learn from this experience?</i></li> <li>• <i>How has your practice changed as a result and how does it link to your competencies?</i></li> <li>• <i>If you prefer to complete a separate document, the NMC and HCPC reflective tools are in the appendix as options to consider</i></li> </ul>				

Further work to achieve competency/plan

Completed TIER 3  
competency  
framework

Signature:

Date: (DD/MM/YY)

Name and signature of manager/mentor:

Date: (DD/MM/YY)

**Next steps**

1. Progress to TIER 4  
assessment

OR

2. Maintain tier one, two, and three competencies and repeat self-  
assessments in 12 months or sooner if indicated by national bodies