

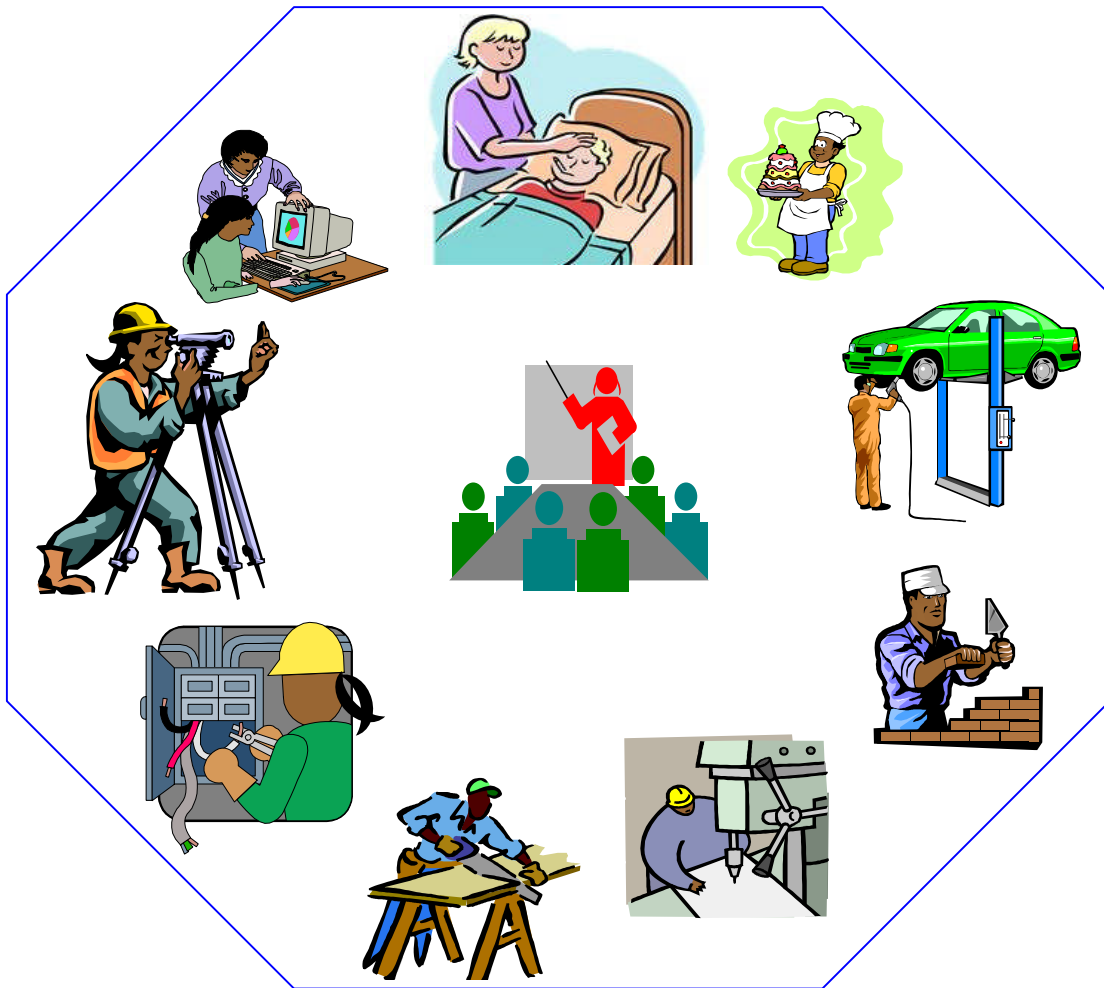
Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD



COMPREHENSIVE NURSING



NTQF Level IV



*Ministry of Education
June 2011*

Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopia Occupational Standards (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopian standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopia Occupational Standard which comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title and NTQF level
- Unit title
- Unit code
- Unit descriptor
- Elements and Performance criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the occupation with all the key components of a Unit of Competence:

- Chart with an overview of all Units of Competence for the respective level (Unit of Competence Chart) including the Unit Codes and Unit Titles
- Contents of each Unit of Competence (competence standard)
- Occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career path

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UNIT OF COMPETENCE CHART

Occupational Standard: Comprehensive Nursing

Occupational Code: HLT CON

NTQF Level IV

[HLT CON4 01 0611](#)
Provide Maternal and child health care

[HLT CON4 02 0611](#)
Provide Care in the Pre/Post and Intra Operative Nursing

[HLT CON4 03 0611](#)
Implement and Monitor Nursing Care for Clients with Acute Health Problem

[HLT CON4 04 0611](#)
Perform Nursing Process

[HLT CON4 05 0611](#)
Administer and Monitor Medications in the Work Environment

[HLT CON4 06 0611](#)
Apply Principles of Wound Management and assist in advanced procedures

[HLT CON4 07 0611](#)
Make Referrals to Other health care professionals when appropriate

[HLT CON4 08 0611](#)
Practice legal and ethical parameters towards nursing care

[HLT CON4 09 0611](#)
Manage Workplace OHS Management System

[HLT CON4 10 0611](#)
Deliver and Monitor a Service to Customers

[HLT CON4 11 0611](#)
Promote Innovation and Change

[HLT CON4 12 0611](#)
Contribute to Organizational Effectiveness in the Health Industry

[HLT CON4 13 0611](#)
Migrate to New Technology

[HLT CON4 14 0611](#)
Manage and Maintain Small/Medium Business Operations

[HLT CON4 15 0611](#)
Establish Quality Standards

[HLT CON4 16 0611](#)
Develop Teams and Individuals

[HLT CON4 17 1012](#)
Manage Continuous Improvement System

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Provide Maternal and Child Health
Unit Code	<u>HLT CON4 01 0611</u>
Unit Descriptor	The competency unit describes the knowledge and skills required by an enrolled nurse working in the area of providing care to mothers and babies in a range of settings, such as postnatal, low risk nursery, child and family health and pediatric settings.

Elements	Performance Criteria
1. Provide care for a mother and her baby	<p>1.1 Performing an assessment is practiced to the mother and baby in consultation/collaboration with the midwife.</p> <p>1.2 Correctly use terminology associated with pregnancy, labor and antenatal care is practiced of mother.</p> <p>1.3 A knowledge of patterns are done with of antenatal and postpartum care of mother, and practiced to deliver care in line with own nursing role.</p> <p>1.4 The mother is assisted and supported with feeding to baby.</p> <p>1.5 Any difficulties of feeding baby are referred to the midwife.</p> <p>1.6 Methods to contraception are discussed with the mother.</p> <p>1.7 Safe bathing is demonstrated based on the baby safety dressing techniques and feeding assistance for the newborn.</p> <p>1.8 Care plans and progress notes are reviewed to the newborn; and observations and progress are discussed in line with the enrolled nurse responsibilities.</p> <p>1.9 Any abnormal observations and report are recorded to midwife to care for a mother and her baby.</p> <p>1.10 Potential emotional, spiritual and/or specific cultural needs are identified and discussed with new mothers, as appropriate, in consultation/collaboration with the midwife.</p> <p>1.11 Holistic care is provided to support maternal and child health in line with own nursing role.</p> <p>1.12 Immunization is provided for the mother and the baby.</p> <p>1.13 Health education is provided during antenatal ,pre-natal and post natal period.</p>
2. Interpret the impact of sexual	2.1 Worked with an understanding of the historical development of sexual and reproductive health strategies.

and reproductive health on a client and/or their family	<p>2.2 The global context of sexual and reproductive health is acknowledged.</p> <p>2.3 The impact of population on service delivery and access is acknowledged.</p> <p>2.4 Client to access relevant screening programs. is assisted.</p> <p>2.5 Signs and symptoms of male/female reproductive health conditions are identified.</p> <p>2.6 Signs and symptoms of sexually transmitted and reproductive tract infections are identified.</p> <p>2.7 The impact of sexual and reproductive conditions on activities of daily living is identified.</p>
3. Practice in evaluating the outcomes of planned care	<p>3.1 The mother's response and progress towards planned care are evaluated in consultation/collaboration with midwife.</p> <p>3.2 Mother is provided with contact details to the available community support services.</p> <p>3.3 Guidance is provided as required to clarify common myths and superstitions associated with caring for mothers and babies in consultation/collaboration with the midwife.</p> <p>3.4 The mother's ability is assessed to feed, settle, bathe and care for her baby in preparation for discharge.</p> <p>3.5 Outcomes are documented and communicated to other members of the health care team.</p>

Variables	Range
Occupational Health Safety (OHS):	<ul style="list-style-type: none"> • You ensure that your own health and hygiene does not pose a threat to others. • Wear correct personal protective clothing appropriate to Mother and Child Care activities. • Use correct manipulations and handling techniques of assessing a pregnant women • Store equipment and materials appropriately. • Deal with spillages and disposal of waste according to standards and guide lines.
Tools and Equipment	<ul style="list-style-type: none"> • Vital singe measuring equipments, • Antiseptic solutions, • Examination couch, • Delivery coach • Table and seats, • Recording and reporting formats (e.g. parthograph) • Loge books, • Foetal assessment and monitoring equipments,

	<ul style="list-style-type: none"> • Weighing scale and height scale • Lab requests. • Measuring tape • Delivery set • Suction machine • Oxygen • Heater • Adult and pediatric bed
Types and Sources of Information	<ul style="list-style-type: none"> • Focused ANC guide line , • Posters and diagrams , • Teaching curriculum • New world Health Organization antenatal care model, International confederation Midwives web site
Terminology associated with pregnancy may include	<ul style="list-style-type: none"> • Gestation • Gravid • Parity • Still born • Termination • Viability • Embryo • Placenta • Fetus • Trimesters • Signs of pregnancy • Confirmation of pregnancy
Common myths and superstitions may relate to, for example	<ul style="list-style-type: none"> • Birthing • Breast feeding • Circumcision.
Terms commonly associated with birth include:	<ul style="list-style-type: none"> • Signs of approaching birth • True versus false labor • Contractions • Rupture of membranes • Stages of lab our • Episiotomy • Types of delivery (e.g. caesarian) • Fundable • Perineum • Agar score • Fontanel • Meconium • Premature • Conation

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> • Provide care for a mother and her baby • Interpret the impact of sexual and reproductive health on a client and/or their family • Practice in evaluating the outcomes of planned care
Underpinning Knowledge and Attitudes	<p>At this level the learner must demonstrate understanding of abroad knowledge base incorporating some theoretical concepts that includes:.</p> <ul style="list-style-type: none"> • Anatomy and physiology and associated terminology related to pregnancy, birth and care of the newborn • Compliance with current infection control practices and guidelines

	<ul style="list-style-type: none"> • Workplace health and safety • Activities of daily living • Members of health care team and their roles • Impact of cultural practices and beliefs in relation to birthing • Confidentiality and privacy • Documentation principles • Availability of community resources • Organization policy and procedure
Underpinning Skills	<p>Essential skills required includes:</p> <ul style="list-style-type: none"> • Basic Delivery skill • Counseling skill • History taking • Physical assessment skills • Communication skill/therapeutic relationship • Basic physical physiological nursing skill
Resource Implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competences relevant to the job function.

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Provide Care in the Pre/Post and Intra Operative Nursing
Unit Code	HLT CON4 02 0611
Unit Descriptor	This unit covers the skills and knowledge required to apply the practice of pre / post and intra operative nursing care, building upon existing skills to enable the enrolled nurse to provide holistic nursing care. Enrolled nurses use a range of complex nursing interventions to assist client/s, and their significant others, to attain and maintain optimal health.

Element	Performance Criteria
1. Work as part of the multidisciplinary health care team in the pre /post and intra operative environment	<p>1.1 The role of the multi-disciplinary health care team is contributed appropriately to support in managing care needs of clients in the pre /post and intra-operative environment.</p> <p>1.2 Effective team work and supportive group dynamics are contributed to achieve working with health care colleagues.</p> <p>1.3 Relationships with other members of the health care team are established.</p> <p>1.4 The philosophical framework for managing care is incorporated into practice for the client in the pre/ post and inters operative environment.</p> <p>1.5 The role of emergency service personnel, referring agencies and other hospital department staff are recognized as contributors to the initial/emergency care needs of the client in the pre/ post and intra operative environment.</p> <p>1.6 Professional communication with all members is maintained to the pre/ post and intra operative team.</p>
2. Contribute to the assessment of client undergoing surgical intervention	<p>2.1 A holistic assessment of the client is performed within the pre/ post and intra operative environment in conjunction with registered nurse/midwife by taking into account the client's physical, emotional, spiritual and cultural needs.</p> <p>2.2 Significant findings in physiological and/or psychological variables promptly and report are recognized to the appropriate health team members.</p> <p>2.3 Contemporary pre/ post intra operative assessment tools are used accurately.</p> <p>2.4 Clients, their significant others and other health team members are communicated effectively to the assessment</p>

	<p>of client undergoing surgical intervention.</p> <p>2.5 Holistic client centered care is provided in the Pre/ post & intra operative environment.</p> <p>2.6 Pre/ post and inters operative assessment is documented to any special needs identified for the client.</p>
3. Contribute to the planning care for pre/ post and intra operative client	<p>3.1 An individualized plan of care is developed for client in the preoperative environment in conjunction with registered nurse midwife and in consultation/collaboration with the client and the health care team registered nurse.</p> <p>3.2 Registered nurse to ensure nursing care plan is participated that reflects specific nursing care requirements in accordance with health unit policy.</p> <p>3.3 Registered nurse to ensure care plan is participated that reflects client's current nursing needs and nursing actions designed to maximize physical function and minimize potential complications.</p> <p>3.4 Understanding of risk management principles are demonstrated in planning client's care.</p> <p>3.5 Planned care and therapeutic interventions aim is confirmed to assist client/s to achieve optimal health outcomes.</p> <p>3.6 Requirements of client (and identified significant other/s) are identified for health promotion and education to enhance the implementation of nursing care plan.</p> <p>3.7 Regular review of plan is carried out of care in conjunction with registered nurse and modified to reflect changes in client's condition.</p> <p>3.8 Potential for adverse client outcome is identified and reported using information gained through pre/post& intra operative assessment.</p> <p>3.9 In consultation/collaboration with the registered nurse, ensured health teaching and discharge planning is incorporated into practice, in line with the established policies and procedures for discharge transfer.</p>
4. Perform clinical nursing actions that are appropriate to the care of pre/post and intra operative clients	<p>4.1 Nursing interventions are prioritized according to the client's needs in conjunction with the registered nurse.</p> <p>4.2 Nursing interventions are modified using critical thinking and problem solving approaches to reflect changes in the client's condition.</p> <p>4.3 Nursing interventions are performed to assist client (and significant other/s) to meet the expected outcomes of using care plan, including health promotion and/or education.</p>

	<p>4.4 A safe environment is maintained appropriately for the age specific population.</p> <p>4.5 Nursing interventions are monitored to address client's needs and revised in consultation/collaboration with the health care team.</p> <p>4.6 Contemporary nursing interventions are performed for the client within the pre/post and intra operative environment as part of the health care team.</p> <p>4.7 In conjunction with registered nurse, an individualized plan of care for the client is implemented within the pre, post and intra operative environment.</p> <p>4.8 Environmental hazards are recognized for the advantage of every opportunity to reduce risk and promote safety.</p> <p>4.9 Equipment is checked according to the manufacturer's recommendations; ensure proper functioning and take corrective action; and report when faulty equipment and/or environmental hazards are detected.</p> <p>4.10 The practice of infection control is applied to all activities within the pre /post & introspective environment; applying a surgical conscience at all times in line with the Ethiopian standards.</p> <p>4.11 Appropriate preoperative diagnostic procedures are undertaken in line with the organizational policies and procedures.</p> <p>4.12 Implement appropriate preoperative surgical procedures in line with the organizational policies and procedures.</p> <p>4.13 Medication administration is ensured based on the sound knowledge of principles of drug actions and side effects in accordance with the health unit policies and procedures.</p>		
<p>5. Evaluate the effectiveness of nursing interventions and planned care in pre/ post and intra operative environment</p>	<p>5.1 Responses of client/s are identified that are significant to nursing interventions, and document is evaluated in accordance with the health unit policy and in conjunction with registered nurse.</p> <p>5.2 Client understanding of their condition, medications and therapeutic regimes are assessed according to the prior discharge/transfer.</p> <p>5.3 Client acceptance is evaluated to the specific health promotion initiatives prior to discharge/transfer</p> <p>5.4 Understanding of identified significant in relation to current condition is assessed and reviewed of client and their ongoing management.</p> <p>5.5 Appropriate emergency response is identified to the</p>		
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	<p>adverse reactions or pre/post and intra operative complications and initiate as required.</p> <p>5.6 Emergency treatment and the client's response are reported and documented to evaluate effectiveness of the nursing interventions.</p>
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Variables	Range
Occupational Health Safety (OHS)	<ul style="list-style-type: none"> You ensure that your own health and hygiene does not pose a threat to others. Wear correct personal protective clothing appropriate to administration and monitoring of medication. Use correct handling techniques of assessing administration and monitoring of medication. Store equipment and materials appropriately. Deal with spillages and disposal of waste according to standards and guide lines.
Tools and Equipment	Vital sign measuring equipments, antiseptic solutions, examination couch, table and seats, recording and reporting format and log books, weighting scale, measuring tape, lab request materials
Types and Sources of Information	Focused on surgical/ operative guide line, teaching curriculum, using web site.
Clients may include:	<ul style="list-style-type: none"> Inpatients Outpatients ranging from neonates to the frail aged client
Health care setting may include:	<ul style="list-style-type: none"> Preoperative Hospital setting Free standing Day Surgery/Ambulatory Care facility Intravenous therapy
Multidisciplinary health care team members may include:	<ul style="list-style-type: none"> Nurses Surgeons Anesthetists Support Staff including, SSD Technical Aids, Wards men, Porters, Stockroom Assistants, Allied health staff including, radiographers and physiotherapists
Client assessment may include:	<ul style="list-style-type: none"> Performance of activities of daily living Loss of physical function Perceptions of pain Accompanying trauma or injury Self image and body image concerns Impact on family or significant others Expectations of surgical procedure Expectations of post operative procedures Levels of mobility Presence of co-morbidities and previous medical history

	<ul style="list-style-type: none"> • Skin integrity • Previous surgical intervention • Fear and anxiety associated with surgical intervention • Psycho social considerations • Physiological alterations associated with surgical intervention • Preoperative, Intra operative and Postoperative complications • Accompanying trauma or injury • Level of client knowledge regarding their surgical experience • Community or Public Health facilities and settings
Planning appropriate care may include:	<ul style="list-style-type: none"> • Preoperative nursing records • Nursing care plans • Observation sheets • Anesthetic records • Medical record • Computerized operation notes • Clinical pathways • Treatment plans • Discharge plans • Community referrals • Health teaching • Rehabilitation plans • Theatre booking processes
Evaluation of planned outcomes may include:	<ul style="list-style-type: none"> • Monitoring of clients response to surgical procedure • Clarification of client understanding of health teaching, discharge planning or return appointment schedule • Client understanding of care needs post discharge
Actual and potential problems may include but are not limited to:	<ul style="list-style-type: none"> • Electrolyte imbalance • Fluid overload • Reduced CO₂ • Hypoxia/Hypoxemia • Sepsis • Hemorrhage • Neurovascular damage • Cerebral Vascular Accident • Arrhythmia
Clinical nursing skills may include but are not limited to:	<ul style="list-style-type: none"> • Airway management • Use of suction equipment • Maintenance of normothermia • Preoperative nursing assessment • Preparing the client for anesthesia and surgical intervention • Practice in the various roles of the preoperative nurse under the supervision of the Registered Nurse • Positioning of the client for surgical intervention • Medication management • Urinary catheterization (female clients) • Physiological monitoring equipment • Role in transfusion / fluid management • Assessment and monitoring of hemodynamic status and fluid replacement therapies • Handover to post anesthesia care unit

	<ul style="list-style-type: none"> • Principles of decontamination and sterilization • Material resource management • Aseptic technique • Management of the client in the post anesthetic care unit • Caring for the immediate post-operative client Postoperative monitoring(delete) • Airway management in the post anesthesia care unit • Preparation of the preoperative environment • Discharge planning considerations • Handover & documentation • Client education
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Evidence Guide	
Critical Aspects of Competence	<p>Observation of performance in a work context is essential for assessment of this unit</p> <ul style="list-style-type: none"> • Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a registered nurse
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge on:</p> <ul style="list-style-type: none"> • Relevant medical/medication terminology and approved medication abbreviations • Organization policies and procedures, guidelines and protocols, including workplace health and safety policies to ensure safe practice eg management of sharps • Ethical guidelines including confidentiality, duty of care and public safety • Application of guidelines to individual needs of clients(ie. therapeutic interventions, hygiene, dignity, esteem, physical, cultural and cognitive restrictions) • Relevant path physiology • Factors influencing medication actions • Major medication groups • Documentation associated with medication administration • Systems of medication delivery and medication administration devices (e.g. pumps and syringe drivers) within the scope of own role • State/territory legislative requirements relating to medication administration • Legal requirements for practice parameters of enrolled nurse relating to the administration of medications, including legal

	<p>requirements of each route of administration</p> <ul style="list-style-type: none"> • Methods of storage, handling and usage of medications • Role of the health care team in the administration of medications • An awareness of the role of complementary therapies • Substance incompatibilities, including: <ul style="list-style-type: none"> • anaphylactic reactions • adverse reactions • contraindications • precautions • side effects • An understanding of the pharmacology of medications including: <ul style="list-style-type: none"> • pharmacodynamics • pharmacokinetics • pharmacotherapeutics • toxicology • Own role in medical emergency • Principles of peripheral intravenous therapy. • People's perception of pain and principles and strategies to alleviate pain
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> • History taking • Physical assessment skills • Communication skill/therapeutic relationships • Basic physical physiological nursing skill • Advanced therapeutic skills
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped assessment location with necessary tools and equipment as well as consumable materials
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competences relevant to the job function.</p>

Occupational Standard: Comprehensive Nursing Level IV

Unit Title	Implement and Monitor Nursing Care for Clients with Acute Health Problem
Unit Code	<u>HLT CON4 03 0611</u>
Unit Descriptor	This unit of competency describes the skills and knowledge required to contribute to the care of the person with an acute health problem by performing nursing interventions that support their health care needs and assist them to regain optimal function and lifestyle.

Elements	Performance Criteria
1. Identify the impact of acute health problems on the client and their family	<p>1.1 The clinical manifestations of acute health problems on body systems are clarified.</p> <p>1.2 The physical and/or psychological impacts of acute health problems on activities of daily living are clarified through discussion with the client and/or family (with client consent).</p> <p>1.3 The understanding of the pathophysiology of the client's underlying/present condition is confirmed.</p> <p>1.4 Actual and potential health issues of a client presenting with an acute health problem are identified through discussion of information gained from a preliminary health assessment with the appropriate members of the health care team.</p> <p>1.5 Problem solving approach is used to assess the impact of the acute health problem on the client and their family, and the achievement of activities of daily living.</p> <p>1.6 Available resources and support services are discussed with client/s and significant others where appropriate with the consent of the client.</p> <p>1.7 Confidentiality is maintained in line with the facility policy and procedures.</p>
2. Contribute to planning care for the client with acute Health problems	<p>2.1 Admission data for the client with an acute health problem, for inclusion in a care plan is gathered and recorded according to the organizational policy.</p> <p>2.2 Ongoing clinical data for inclusion in the client's care plan is gathered and recorded in line with the organizational policy.</p> <p>2.3 Information and data on the activities of daily living for the client with an acute illness are contributed for inclusion in a discharge plan.</p> <p>2.4 Discussions on the care of the client are contributed effectively with other members of the health team.</p> <p>2.5 The rationale for the planned care and therapeutic interventions in assisting the client to achieve optimal health outcomes is explained.</p>

	<p>2.6 Factors relevant to client's situation are identified to give consideration to the physical, psychological, social and economic impacts.</p> <p>2.7 Client discharge procedure is implemented in line with the organizational policy and procedures.</p> <p>2.8 Changes client's condition are accurately gathered, documented and reported to the appropriate health care team members.</p> <p>2.9 Clients in health and/or community settings are advocated.</p>
<p>3. Contribute to multidisciplinary health care team in caring for clients in the critical care environment</p>	<p>3.1 Emergency service personnel, referring agencies and other hospital department staff are interacted appropriately with health care team.</p> <p>3.2 An understanding of the role of specialist nursing and medical services is done with the care of clients in the critical care environment.</p> <p>3.3 Multi-disciplinary team is collaborated with the partnership and client to maintain the continuity of care.</p> <p>3.4 Factors relevant to client's situation are identified to give consideration to the physical, psychological, social and economic impacts.</p> <p>3.5 Data collected and communicated to relevant members is reviewed with the health care team.</p>
<p>4. Perform nursing interventions to support health care of clients with acute health problems</p>	<p>4.1 Nursing interventions are undertaken based on the predetermined plans of care.</p> <p>4.2 Nursing interventions are ensured to reflect client's needs and individuality.</p> <p>4.3 Nursing interventions are performed with respect to the dignity of the client.</p> <p>4.4 Consideration of cultural and religious issues is reflected in the performance of nursing interventions.</p> <p>4.5 The client and/or their significant others are encouraged to assist in the performance of nursing interventions.</p> <p>4.6 Physical, psychological and social needs in the performance of nursing interventions are considered.</p> <p>4.7 Nursing interventions are carried out in accordance with professional, legal, ethical and organization requirements</p> <p>4.8 Critical thinking and problem solving approaches were used</p> <p>4.9 Administered medications are done safely based on the knowledge of principles of drug actions and side effects.</p> <p>4.10 Clients are assisted to meet their activities of daily living.</p>

	<p>4.11 Gender and age issues are addressed in the performance of nursing interventions.</p> <p>4.12 Emergency situations are identified and responded according to the organizational policy and procedure, and within the legal and professional requirements.</p> <p>4.15 Health teaching plans for the client with an acute health problem should be contributed and supported.</p> <p>4.16 Appropriate psychological support and care for individual clients are identified.</p> <p>4.17 Emergency situations are reported and documented according to the policy and procedure.</p> <p>4.18 Pre- and post-procedure care in nursing interventions is reflected.</p>
5. Contribute to an emergency response	<p>5.1 The roles and responsibilities of members of the emergency response team are confirmed.</p> <p>5.2 Equipment on the emergency trolley is prepared and/or checked.</p> <p>5.3 Access, in response to request from emergency response team, drugs are commonly used during emergency resuscitation (including drugs for anaphylaxis).</p> <p>5.4 Performing emergency resuscitation techniques are implemented with participation.</p>
6. Contribute to pre-operative nursing care of a client	<p>6.1 Contribution is done to the collection of pre-operative client health assessment data, consent and addressing all relevant factors according to the institutional policy.</p> <p>6.2 Preparation for specific surgical procedures is assisted.</p> <p>6.3 Contribution is done to the nursing management of a preoperative client.</p> <p>6.4 Actions and side effects of drugs commonly used pre-operatively are monitored and reported.</p> <p>6.5 Clients recovering from a range of anesthesia used for general, local and epidural/spinal procedures are responded appropriately.</p> <p>6.6 The relationship between pre-operative care and postoperative complications is taken into account in pre-operative care.</p>
7. Contribute to the nursing care of client receiving a blood	<p>7.1 The rationale for performing a blood transfusion is confirmed.</p> <p>7.2 Contribute to the observations of client undergoing blood transfusion</p>

transfusion	<p>7.3 An awareness of potential complications of blood transfusion is done continuously.</p> <p>7.4 Appropriate precautions relating to bodily fluids were taken.</p>
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Variables	Range		
Health care settings may include:	<ul style="list-style-type: none"> • Hospitals • Residential aged care facilities • Respite centers • Short/long stay centers • Community setting • Rural and remote settings 		
Legal ,ethical and regulatory frameworks which may include:	<ul style="list-style-type: none"> • National/state Acts of Parliament with impact on nursing practice e.g. Nurses Acts, Mental Health Act, Drugs and Poisons Act/s. • Privacy legislation • Equal employment legislation • Occupational health and safety Act/Regulations • Statutory nurse regulatory authorities regulations • Freedom of information Act • Disability Services Act • Antidiscrimination legislation • Criminal Acts • Damages • Foresee ability • Breach of duty of care 		
Regulatory bodies may include:	<ul style="list-style-type: none"> • Ethiopian Nursing and Midwifery Council (ENMC) • State or territory nurse regulatory authority 		
Management of client information includes:	<ul style="list-style-type: none"> • Legal documentation • Computerized records • Freedom of Information legislation • Privacy Act • Confidentiality 		
Plans of care could include:	<table border="0"> <tr> <td> <ul style="list-style-type: none"> • Nursing care plans • Clinical pathways • Treatment plans • Medical notes </td> <td> <ul style="list-style-type: none"> • Client notes • Manual and electronic storage systems • Resident classification records </td> </tr> </table>	<ul style="list-style-type: none"> • Nursing care plans • Clinical pathways • Treatment plans • Medical notes 	<ul style="list-style-type: none"> • Client notes • Manual and electronic storage systems • Resident classification records
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Acute health problems include the following:	<table border="0"> <tr> <td> <ul style="list-style-type: none"> • Acute renal disorders • Acute gastrointestinal disorders • Acute neurological disorder • Acute pain • Acute respiratory disorders </td> <td> <ul style="list-style-type: none"> • Fractures • Hemorrhage • Deep Vein thrombosis • Elective cosmetic surgery • Head injury • Myocardial infarction • Plastic/reconstructive surgery • Renal calculi </td> </tr> </table>	<ul style="list-style-type: none"> • Acute renal disorders • Acute gastrointestinal disorders • Acute neurological disorder • Acute pain • Acute respiratory disorders 	<ul style="list-style-type: none"> • Fractures • Hemorrhage • Deep Vein thrombosis • Elective cosmetic surgery • Head injury • Myocardial infarction • Plastic/reconstructive surgery • Renal calculi
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	<ul style="list-style-type: none"> • Unconscious state • Angina • Burns • Cellulites • Dehydration • Sepsis • Shock • Tropical diseases • Wounds • Poisoning
Acute clinical nursing interventions may include:	<ul style="list-style-type: none"> • Achievement of activities of daily living • Acute admission procedure • Acute wound management • Airway management • Application of anti embolism stockings • Assessment and management of acute pain • Assessment/observation of level of consciousness • Assessment/observation of respiratory function • Care of client with chest pain • Care of client with drainage tubes/systems • Care of client with nausea and vomiting • Care of client with a cast • Care of client with traction devices • Circulation observations • Complications of acute bed rest • Discharge of client • First aid • Fluid balance recording • Incentive spirometry and peak flow measurements • Monitoring blood transfusion • Monitoring of intravenous therapy • Neurovascular observations • Post operative observations, exercises and care • Pre operative observations, exercises and care • Preparation for medical procedure • Preparation for surgical procedure • Pulse oximetry • Removal of sutures/staples • Review of cardio-pulmonary resuscitation • Stabilizing of client with retrieval team • Tracheotomy care (established stoma) • Transfer of client – intra facility • Transfer/evacuation of client to another facility • Vascular observations • Manage positioning according to situation
Common terminology associated with surgery may include:	<ul style="list-style-type: none"> • Elective/emergency • General/local/epidural/spinal anesthetic • Caudal/peripheral nerve block • Debridement • Skin graft • Amputation

	<ul style="list-style-type: none"> • Open reduction • Hip replacement • Craniotomy • Tonsillectomy • Appendicectomy • Laparotomy • Hysterectomy • Hemorrhage • Deep vein thrombosis • Lavage
When communicating/caring for a client, the following may need to be considered:	<ul style="list-style-type: none"> • Any physical or mental problems which may hinder communication (such as deafness or dementia, or disease processes) • Individual consideration of the following socioeconomic, physiological variables will be addressed (social, gender, emotional, intellectual, language, culture) • All verbal and non-verbal interactions with client and colleagues in a range of appropriate interpersonal context • Effective communication skills include non judgmental attributes, active listening, using culturally appropriate communication methods, nonverbal behavior to indicate understanding of what is being said, responses that are culturally appropriate • Potential resources required such as equipment, appropriate documentation, occupational health and safety guidelines
Vital signs may include, but are not limited to:	<ul style="list-style-type: none"> • Respiratory status assessment (i.e. rate, rhythm, depth and sound) • Perfusion status assessment (i.e. pulse, blood pressure) • Temperature status assessment • Oxygen saturation (i.e. trifold, peak flow, oxygen therapy) • Pain tolerance assessment • Urinalysis • Faecal assessment • Blood sugar level
Client history may include:	<ul style="list-style-type: none"> • Pre-existing conditions • Allergies • Current history • Allied health team recommendations • Current medication • Continence status • Skin integrity • Muscle/skeletal activity • Behavioral characteristics • Nutritional status • Hydration status • Psychological needs • Psychosocial needs • Next of kin • Diagnostic procedures/ investigations
Pre-operative assessment data may include:	<ul style="list-style-type: none"> • Vital signs • Allergies • Age, height, weight

	<ul style="list-style-type: none"> • Urinalysis • Hydration/nutritional status • Medical/surgical history (including family history) • Prescribe and non-prescribed medications • Patterns of drug use/ smoking/alcohol
Specific preparation may include:	<ul style="list-style-type: none"> • Fasting • Identification band • Skin preparation • Appropriate dress for surgical procedure • Removal of jeweler and safe storage • Administration of prescribed pre-medications • Denture removal (if necessary) • ID band/allergy ID
Drugs commonly used pre-operatively:	<ul style="list-style-type: none"> • Sedatives/hypnotics • Anticholinergics • Muscle relaxants • Narcotic analgesia • Topical analgesia • Antidotes
Post-operative pain management strategies may include:	<p>Patient controlled analgesia (PCA)</p> <ul style="list-style-type: none"> • Narcotic infusion • Epidural analgesia • Topical analgesia • Oral analgesics • Subcutaneous/intramuscular injection analgesia, intravenous
Post an aesthetic and postoperative observations may include:	<ul style="list-style-type: none"> • Level of consciousness • Vital signs • Drain tubes/dressings • Intravenous therapy • Indwelling catheters • Neurovascular observations • Skin color • Intercostal catheter • Underwater seal drainage • Fluid intake – intravenous (IV), central venous catheter (CVC), total parenteral nutrition (TPN), oral, nasogastric • Fluid output – urinary, wound drainage, suction, vomitus
Drugs commonly used postoperatively may include:	<ul style="list-style-type: none"> • Analgesia • Antiemetic • Antibiotic • Anti-inflammatory/Anti-coagulants
Potential complications of blood transfusion may include:	<p>Pain at intravenous site and arm</p> <ul style="list-style-type: none"> • Loin pain • Urticaria (hives) • Nausea and/or vomiting • Headache • Flushing, chills and/or fever • Anxiety • Tachycardia

	<ul style="list-style-type: none"> • Wheezing, progressing to cyanosis • Haematuria • Anaphylactic reaction/shock • Cardiac arrest • Death
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Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competency in this unit must be able to provide evidence of:</p> <ul style="list-style-type: none"> • The individual being assessed must provide evidence of specified essential knowledge as well as skills • Observation of performance in a work context is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a registered nurse
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge on:</p> <ul style="list-style-type: none"> • Knowledge and application of legislation to enrolled nurse practice • Knowledge of law – sources, types, court system, common law, statute law, civil law, precedent • Knowledge of law of torts – negligence, trespass, assault and battery, types of consent, valid consent, legal and intellectual capacity, false imprisonment and defamation • Knowledge of the coroner, including - functions of the coroner, coronial inquests and giving evidence to the coroner • Knowledge of contemporary ethical issues – autonomy, non-maleficence, beneficence, justice, rights • A moral decision making model • Principles of confidentiality and privacy responsibilities • Application of ethical principles to Enrolled Nurse practice • definitions of ethics, bioethics and nursing ethics • theoretical concepts informing ethical conduct • Models of documentation • Members of health care team
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Apply problem solving skills, including use of tools and techniques to solve problems, • Analyze information and make decisions that require discretion and confidentiality • Apply professional standards of practice: <ul style="list-style-type: none"> ➢ ENA code of conduct ➢ ENA code of ethics ➢ State/territory Nurse Regulatory Nurses Act ➢ State/territory Nursing and Midwifery Regulatory

	<p>Authority standards of practice</p> <ul style="list-style-type: none"> ➤ Scope of nursing practice decision making framework • Participate as a member of a health care team • Perform acute clinical nursing interventions/procedures • Use interpersonal skills including working with others, empathizing with clients, family and colleagues, using sensitivity when dealing with people and relating to persons from differing cultural, spiritual, social and religious backgrounds
Resource Implications	For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competences relevant to the job function.

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Perform Nursing Process
Unit Code	<u>HLT CON4 04 0611</u>
Unit Descriptor	This unit describes the competencies required to undertake nursing assessment, diagnosis, planning, implementation and evaluation of patient care.

Element	Performance Criteria		
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1. Perform nursing assessment	<p>1.1 Subjective and objective data is collected from patient and significant others based on the protocols/standards.</p> <p>1.2 Actual and potential patient problems are identified.</p> <p>1.3 Holistic approaches are used during assessment.</p> <p>1.4 Records are kept in patient's chart.</p>
2. Develop nursing diagnosis	<p>2.1 Problems are prioritized for the process based on the assessment.</p> <p>2.2 Nursing diagnosis is developed using NANDA.</p> <p>2.3 Records are kept in patient's chart.</p>
3. Develop nursing plan	<p>3.1 Problems are prioritized based on the basic life need.</p> <p>3.2 Goals/expected outcomes are identified.</p> <p>3.3 Appropriate interventions are selected for the problems.</p> <p>3.4 Resource implications are identified to implement the plan</p> <p>3.5 Records are kept in the nursing care plan format.</p>
4. Implement nursing plan	<p>4.1 Responsibilities are carried out as per the plan.</p> <p>4.2 Procedures were performed using the standard manuals and guidelines.</p> <p>4.3 Records are kept in the nursing care plan format.</p>
5. Perform nursing evaluation	<p>5.1 Nursing process is evaluated according to the outcome criteria.</p> <p>5.2 Re-assessment was applied whether the expected outcomes are achieved or not.</p> <p>5.3 Records are kept in the nursing care plan format.</p>

Variables	Range
Subjective data	<ul style="list-style-type: none"> • The feelings expressed by the patient
Objective data	<ul style="list-style-type: none"> • Data that can be observed and measured
Actual and potential problems may include:	<ul style="list-style-type: none"> • Altered breath • Ineffective air way clearance • Altered fluid and Electrolyte balance • hing pattern • Altered state of consciousness • Decreased cardiac out put • Allergy/impaired skin integrity • Alteration of nervous system • Alteration of gastroenteritis • Fluid volume excess • Fluid volume deficit

	<ul style="list-style-type: none"> • Altered Cerebral perfusion • Vessel occlusion • Pacemaker lead displacement: <ul style="list-style-type: none"> ➤ Altered elimination pattern ➤ Impaired physical mobility ➤ Altered body temperature ➤ Incontinence ➤ Constipation ➤ Diarrhea ➤ Altered nutrition less than body requirement
Holistic approaches include:	<ul style="list-style-type: none"> • Spiritual • Physical • Psychological • Socio-economic factors • Environmental factors
NANDA	<ul style="list-style-type: none"> • North American Nursing Diagnosis Association

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of the competence must include</p> <ul style="list-style-type: none"> • Perform nursing assessment • Develop nursing diagnosis • Develop nursing plan • Implement nursing plan • Perform nursing evaluation
Underpinning Knowledge And Attitudes	<p>Demonstrate knowledge and attitudes on:</p> <ul style="list-style-type: none"> • Relevant organizational policy and guideline development components and principles. • Techniques in developing plan of action. • Client networking, financing, cost estimation and planning process • Organizational policies and guidelines • Commonwealth State/Territory Government policies and Local Government policies • Local client Health Plans • Funding guidelines • NANDA guidelines
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> • History taking • Physical assessment skills • Communication skill/therapeutic relationships • Basic physical physiological nursing skill • Advanced therapeutic skills
Resource Requirements	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped assessment location with necessary tools and equipment as well as consumable

	materials
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competences relevant to the job function.</p>

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Administer and Monitor Medications in the Work Environment
Unit Code	<u>HLT CON4 05 0611</u>
Unit Descriptor	This unit of competency describes the skills and knowledge of the enrolled nurses to administer and monitor medications, and evaluate their effectiveness for clients within a health environment.

Element	Performance Criteria
1. Minimize potential risk to the safe administration of medications	<p>1.1 Client medication chart in relation to timing and route of medication to be administered is checked.</p> <p>1.2 Issues related to drug and poison administration with the appropriate personnel were raised.</p> <p>1.3 Common contraindications and adverse reactions of prescribed medications are checked for, identified and referred to the authorized health personnel.</p> <p>1.4 Client identity for any known allergies is confirmed and checked.</p> <p>1.5 Drugs, poisons schedules and classifications are referred as determined by law.</p> <p>1.6 Ensure infection prevention and control methods are applied correctly.</p> <p>1.7 Pharmacology and substance incompatibilities are identified in relation to specific situations involving medication administration.</p> <p>1.8 Expiry dates of medication prior to administration are checked.</p>
2. Prepare for medication administration within the scope of enrolled nurse	<p>2.1 The process of medication administration to the client is explained and ensured their readiness.</p> <p>2.2 The client is positioned appropriately prior to the administration of medication.</p> <p>2.3 Administration route for each medication to be administered is correctly identified using appropriate terminology.</p> <p>2.4 The effect of commonly used medications on the body is considered prior to the medication for administration of drugs.</p> <p>2.5 Dosages for administration of drugs are accurately</p>

	<p>calculated.</p> <p>2.6 Medications are prepared in accordance with legislative requirements and organization guidelines.</p> <p>2.7 Medication administration techniques and precautions specific to each client situation and as per medication orders. Is applied.</p> <p>2.8 Ensure medication is stored and disposed of in accordance with medical instructions and organization policy and procedures.</p>
3. Administer medications within legal parameters	<p>3.1 Medications are administered within scope of own role in line with the jurisdictional legislative requirements and organization policy.</p> <p>3.2 Medications are stored in a safe manner according to the legislative requirements and organizational policy.</p> <p>3.3 PRN medications are administered within the legislative requirements and organizational policy.</p> <p>3.4 Quality management and risk assessment practices related to the administration of medication are applied.</p> <p>3.5 Client information and education related to the medication requirements are provided.</p>
4. Monitor and evaluate client's response to administer medication	<p>4.1 Administration of medications is recorded in accordance with the relevant policy and procedures.</p> <p>4.2 Information is provided to clients and caretakers on medication administration (including possible side effects) in consultation/collaboration with the health care team.</p> <p>4.3 Client understanding of information provided is evaluated.</p> <p>4.4 Acute and delayed adverse reactions to medications are recognized and act upon within role responsibility.</p> <p>4.5 Emergency actions to address acute and delayed adverse reactions are implemented within role responsibility.</p> <p>4.6 Response to emergency strategies is recorded and reported, where appropriate.</p> <p>4.7 Client experiencing pain is assessed and managed using the appropriate medication and non-medication therapies.</p> <p>4.8 The effectiveness of pain relieving medication is recorded and reported.</p>
5. Monitor peripheral intravenous therapy	<p>5.1 The purpose and function of intravenous therapy being administered to a client are identified.</p> <p>5.2 Common fluid and electrolyte imbalances are checked, recorded and reported.</p>

	<p>5.3 Intravenous therapy rates are calculated.</p> <p>5.4 The risks and complications are recognized and reported in association with the intravenous therapy.</p> <p>5.5 Observations in peripheral intravenous therapy are monitored and documented.</p> <p>5.6 Nursing care for client with fluid and/or electrolyte imbalance is provided.</p> <p>5.7 Action of drugs commonly used in fluid and/or electrolyte imbalance is monitored through client responses, record and report.</p> <p>5.8 Intravenous cannula is secured according to the organizational policy and procedure.</p>
6. Develop strategies for pain management	<p>6.1 Clients to identify signs of pain and/or discomfort are observed and questioned.</p> <p>6.2 The location and nature of pain are clarified by taking into account factors which may influence client's perception of pain.</p> <p>6.3 Pain assessment scale is used to ensure the consistency of interpretation.</p> <p>6.4 Comprehensive observations are undertaken as required to assess pain experienced by client.</p> <p>6.5 A range of medication and complementary strategies which may assist in alleviation of pain and discomfort are identified and applied in consultation/collaboration with the health care personnel.</p> <p>6.6 The effectiveness is monitored and evaluated using these strategies in consultation/collaboration with the health care team.</p> <p>6.7 Observations and evaluation of pain are recorded.</p>

Variables	Range
Health environments may include:	<ul style="list-style-type: none"> • Residential aged care facility • Community settings • Hospitals • Clinics • Short and long stay centers • Clients home
Potential risks may include but is not limited to:	<ul style="list-style-type: none"> • Client identification • Allergic reactions • Immunization status

	<ul style="list-style-type: none"> • Medication incompatibilities • Contraindications for drug administration • Care of sharps • Intravenous therapy
Medication administration routes include:	<ul style="list-style-type: none"> • Oral • Intranasal (including nebulizer medications) • Topical (including transdermal) • Ocular • Aural • Rectal • Vaginal administration • Subcutaneous, Intramuscular routes and interadermal routes • Enteral administration [Percutaneous Gastrostomy (PEG)]
Terminologies associated with medications may include:	<ul style="list-style-type: none"> • Medication • Administer • Side effect/adverse reaction/allergic reaction • Anaphylaxis • Allergy • Suspension/mixture/syrup/linctus/lozenge • Ointment/cream/lotion • Tincture/emulsion • Tablet/pill • Transdermal patch • Nebulizer/aerosol/volumetric spacer
Legal and regulatory framework include:	<ul style="list-style-type: none"> • State/Territory Nurses Act • State/Territory Drugs and Poisons Act • Health (Drugs and Poisons) Regulations • State/Territory Nurse Regulatory Authority codes and guidelines • Legal requirements of documentation
Client history may include:	<ul style="list-style-type: none"> • Pre-existing conditions • Admission diagnosis • Allergies • Current history • Current medication • Behavioral characteristics • Nutritional status • Hydration status • Psychological needs • Psychosocial needs • Compliance history
Reports can be verbal or written, and may include:	<ul style="list-style-type: none"> • Individual client records • Pain management plans • Fluid status management • Nutritional status management • Observational documentation • Medication charts • Admission and discharge planning • Referral documentation (allied health team) • Diagnostic reports/results

	<ul style="list-style-type: none"> • Clinical progress notes • Hand-over at end of shift • Resuscitation documentation • Medication incident reports
Policies and procedures related to infection control can include:	<ul style="list-style-type: none"> • Effective hand washing and hand drying techniques • Handling of medication • Infection prevention and control policies and guidelines
Relevant client information and education may include:	<ul style="list-style-type: none"> • Medication side effects • Length of treatment • Drug interactions • Consequences of non-compliance • Anatomical positioning for safe drug administration • Client controlled analgesia
Factors influencing medication actions may include:	<ul style="list-style-type: none"> • Rate of absorption • Distribution • Metabolism • Drug interactions • Binding to plasma proteins • Excretion • Dosage form • Route of administration • Improper storage • Timing of administration • Client age, height, weight • Previous history
Major medication groups include:	<ul style="list-style-type: none"> • Anesthetics • Antacids • Antianginals • Antiarrhythmics • Antibiotics • Anticholinergics • Anticoagulants • Anticonvulsants • Antidepressants • Antidiarrhoeals • Antiemetic • Antifungal • Antihistamines • Antihypertensives • Anti-inflammatory • Antineoplastics • Antiparkinsonian • Antipruritic • Antipsychotics • Antiseptics • Antiulcer • Antiviral • Anxiolytics • Beta-blockers • Bronchodilators • Contraceptives • Corticosteroids • Diuretics • Electrolyte solutions • Hormones • Hypnotics/sedatives • Laxatives/aperients • Narcotic analgesia • Narcoleptics • Ophthalmic, otic and nasal medications • Hypoglycemic • Analgesia • Vitamins
Methods of storage, handling and usage of medications may include:	<ul style="list-style-type: none"> • Dry/moist • Refrigeration • Away from light/heat • Separate storage of external use medication from internal • Locked cupboard/trolley • Narcotics – locked, attached to wall

	<ul style="list-style-type: none"> • Register for drugs of addiction • Routine checking of narcotic drugs in storage • Pharmacist responsibility for containers and labels • Expiry dates
Administration of oral medications and associated terminology may include:	<ul style="list-style-type: none"> • Legible medication order • Preparation of medication by person administering • 6 “Rights” of administration • Special precautions • Medication checking process • Documentation of drug administration
Administration of subcutaneous or intramuscular injection may include:	<ul style="list-style-type: none"> • Needle/syringe size • Angle for insertion • Cleansing and insertion • Vastus lateralis muscle • Gluteus maximus muscle • Vento-gluteal muscle • Deltoid muscle • Z- track
Common fluid and electrolyte imbalances may include:	<ul style="list-style-type: none"> • Water deficit/excess syndromes • Fluid volume imbalance • Electrolyte deficit/excess
Calculation of medication dosages must include:	<ul style="list-style-type: none"> • Calculation formulae • Use of 1 mL versus 2 mL syringe • Calculation of oral drug dosages • Calculations of dosages of liquid medications • Calculations of dosages of solid medications • Calculation of dosages of injectable drugs (liquid, solid, unit dosages) • Flow rate drops per minute • Flow rate milliliters per hour • Pediatric dosage calculations (body weight, surface area, age related dose reduction) • Frail elderly dosage calculations (body weight, surface area and age)
Drugs commonly used for fluid and/or electrolyte imbalance may include:	<ul style="list-style-type: none"> • Diuretics • Electrolytes • Replacement solutions • Acidifiers/alkalisers
Common terminologies associated with fluid and electrolytes may include:	<ul style="list-style-type: none"> • Ions • Intracellular/extracellular • Osmosis/diffusion • Active transport • Fluid shift • Sodium/potassium chloride

	<ul style="list-style-type: none"> • Fluid balance (positive/negative) • Fluid balance chart • Over hydration (overload)/under hydration (dehydration) • Edema • Hypertonic/isotonic/hypotonic • Intravenous therapy • Calcium/phosphate
Policies and procedures related to occupational health and safety include:	<ul style="list-style-type: none"> • Handling of medication • Appropriate use and disposal of Personal Protective Equipment (PPE)

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit include:</p> <ul style="list-style-type: none"> • Observation of performance in a work context is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a registered nurse
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Relevant medical/medication terminology and approved medication abbreviations • Organization policies and procedures, guidelines and protocols, including workplace health and safety policies to ensure safe practice e.g. management of sharps • Ethical guidelines including confidentiality, duty of care and public safety • Application of guidelines to individual needs of clients(i.e. therapeutic interventions, hygiene, dignity, esteem, physical, cultural and cognitive restrictions) • Relevant path physiology • Factors influencing medication actions • Major medication groups • Documentation associated with medication administration • Systems of medication delivery and medication administration devices (e.g. pumps and syringe drivers) within the scope of own role • State/territory legislative requirements relating to medication administration • Legal requirements for practice parameters of enrolled nurse relating to the administration of medications, including legal requirements of each route of administration

	<ul style="list-style-type: none"> • Role of the health care team in the administration of • Methods of storage, handling and usage of medications • medications • An awareness of the role of complementary therapies • An awareness of traditional medicine in the context of health of Aboriginal and Torres Strait Islander people • Substance incompatibilities, including: <ul style="list-style-type: none"> ➤ Anaphylactic reactions ➤ Adverse reactions ➤ Contraindications ➤ Precautions ➤ Side effects • An understanding of the pharmacology of medications including: <ul style="list-style-type: none"> ➤ Pharmacodynamics ➤ Pharmacokinetics ➤ Pharmacotherapeutics ➤ Toxicology • Own role in medical emergency • Principles of peripheral intravenous therapy. • People's perception of pain and principles and strategies to alleviate pain
Underpinning Skills	<p>Essential skills required to demonstrate includes the ability to:</p> <ul style="list-style-type: none"> • Use language, literacy and numeracy competence required for: <ul style="list-style-type: none"> ➤ Drug calculation, administration and documentation ➤ Estimation ➤ SI abbreviations ➤ Comparison of metric measurements • Apply infection control principles – hand washing, handling of medications, universal precautions • Use formulae for drug calculation for: <ul style="list-style-type: none"> ➤ Adult clients ➤ Older clients ➤ Pediatric clients ➤ Intravenous therapy • Calculate volumes for administration of medications • Demonstrate preparation, administration and recording of medication/s via all routes as per State and Territory Legislation • Explain and demonstrate emergency management for a client experiencing an adverse medication reaction • Observe and monitor peripheral intravenous therapy

	<ul style="list-style-type: none"> • Use interpersonal skills including working with others, using sensitivity when dealing with people and relating to persons from differing cultural, social and religious Backgrounds • Demonstrate professional conduct, skills and knowledge • Use oral communication skills (language competence) required to fulfill job roles as specified by the organization/ service. Oral communication skills include interviewing techniques, asking questions, active listening, asking for clarification, non-judgment attitudes, non-verbal behavior • Apply professional standards of practice: <ul style="list-style-type: none"> ➤ State code of conduct and ethics ➤ MOH national enrolled nurse competency standards ➤ State/territory Nurse Regulatory Nurses Act ➤ State/territory Nursing and Midwifery Regulatory Authority standards of practice ➤ State/Territory Drugs and Poisons Act ➤ Scope of nursing practice decision making framework
Resource Implications	For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training providers or employers) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competences relevant to the job function.

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Apply Principles of Wound Management and Assist in Advanced Procedures
Unit Code	<u>HLT CON4 06 0611</u>
Unit Descriptor	This unit covers the knowledge and skills required in the contemporary wound management principles to the care of patients with varying types of wounds and to assist using the advanced procedures.

Element	Performance Criteria
1. Undertake wound assessment and assist using the advanced procedures	<p>1.1 Demonstrate the understanding of common ways disease is spread and infection is developed throughout the wound assessment and care.</p> <p>1.2 Client cooperation and consent are sought.</p> <p>1.3 Advanced procedures are assisted.</p> <p>1.4 Client privacy and dignity are maintained.</p> <p>1.5 Strategies to minimize cross-infection are utilized during the assessment and implementation.</p> <p>1.6 Data is recorded in line with the organizational protocols, guidelines and procedures.</p>
2. Assess the impact of a wound on a patients and/or their family	<p>2.1 Performing a holistic client assessment is assisted.</p> <p>2.2 An understanding of the physiological and biochemical processes associated with normal wound healing is applied when assessing a wound.</p> <p>2.3 Factors which have impact on wound healing and the psychosocial impact of a wound on the client's activities of daily living are considered.</p> <p>2.4 The common problems and complications of wounds are taken into account when assessing a wound.</p> <p>2.5 Health terminologies associated with the wound care are correctly used.</p> <p>2.6 The modes of transmission of infection and the development of infection are discussed with the patient, family or significant other.</p>
3. Contribute to the planning of appropriate care for a patient with a wound	<p>3.1 Primary health care principles and holistic approach were taken into account when planning care.</p> <p>3.2 Contemporary assessment tools are accurately used.</p> <p>3.3 A database of wound care representatives are accessed to assist in wound care decision making.</p>

	<p>3.4 An evidence-based problem solving approach is used to contribute to the analysis and planning of appropriate wound care management strategies.</p> <p>3.5 Contribute to development of an individual wound management plan for the patient in consultation/collaboration with the patient and the health care team.</p> <p>3.6 An understanding of the role of the members of the wound care health team is demonstrated in planning wound care.</p> <p>3.7 Preventative wound care strategies are discussed with the patient and/or their family.</p> <p>3.8 Patient comfort needs (e.g. pain relief) are identified before undertaking wound care.</p> <p>3.9 Authorized health care provider is consulted regarding analgesic administration within an optimal time frame of procedure if required.</p>
<p>4. Undertake nursing care to implement wound care strategies</p>	<p>4.1 Contemporary wound management strategies are applied.</p> <p>4.2 The client and/or family are educated on wound management strategies in consultation/ collaboration with the other health team.</p> <p>4.3 Client privacy and dignity are maintained throughout all aspects of the procedure.</p> <p>4.4 Wound care strategies are implemented by taking into account the legislation, organizational policies and procedures.</p> <p>4.5 Standard precautions in wound management are practiced to minimize the risk of infection to the client.</p> <p>4.6 Wound management products and techniques that are appropriate to the identified phase of wound healing are utilized; and all resources required are collected for the procedure in consultation/collaboration with the health care team.</p> <p>4.7 Aseptic techniques are followed for clean surgical wound and clean techniques are used where appropriate.</p> <p>4.8 Sutures, clips and drains are removed as the status of the wound/as per the institutional guideline.</p> <p>4.9 Specimens required for microbiology/cytology are collected as per the organizational protocol.</p> <p>4.10 All articles are appropriately disposed of following the procedure, disposing of hazardous waste appropriately in line with the organizational policies and procedures.</p>

	<p>4.11 Documentations are completed and the client is made comfortable.</p>
<p>3. Assist in evaluating the outcomes of the nursing actions</p>	<p>5.1 The client's response and progress towards planned wound management goals are monitored.</p> <p>5.2 Ensure client is involved in the evaluation process.</p> <p>5.3 Assessing the effectiveness of wound management strategies is assisted.</p> <p>5.4 Assessing the effectiveness of wound products is assisted.</p> <p>5.5 Wound management strategies, procedures and goals for the individual client are modified in consultation/collaboration with the healthcare personnel.</p> <p>5.6 Actions are undertaken within a cost effective framework.</p> <p>5.7 Outcomes are evaluated, documented and communicated to the appropriate members of the health care team.</p> <p>5.8 Progress of wound healing and wound care strategy outcomes is documented using the contemporary wound management terminology.</p> <p>5.9 Health education and promotion strategies are identified and planned in consultation/collaboration with the other health care team.</p>
<p>4. Apply contemporary wound management strategies to the complex or challenging wounds</p>	<p>6.1 An understanding of the complexity of wounds encountered in the clinical environment and pathological processes of wound healing is applied for complex or challenging wounds.</p> <p>6.2 Client with a complex or challenging wound within a holistic framework is assisted to assess, in consultation/collaboration with the health care team.</p> <p>6.3 Individualized plans of care for the client with a complex or challenging wound are created and reviewed, in consultation/collaboration with the health care team.</p> <p>6.4 Appropriate contemporary wound management strategies are implemented to manage complex or challenging wounds.</p> <p>6.5 The evaluation process of the effectiveness of the planned care for the client with complex or challenging wounds is assisted in consultation/collaboration with the registered nurse.</p> <p>6.6 A collaborative approach to wound management with members of the health care team is done with participation.</p> <p>6.7 Common problems and complications of complex and challenging wounds are identified.</p>

Variables	Range
Advanced procedures may include	<ul style="list-style-type: none"> • Thoracintesis • Paracintesis • Gastric lavage • Thracheostomy • Phlebotomy • Cut down
Wound management techniques include:	<p>Wound debridement</p> <ul style="list-style-type: none"> • Wound specimen collection • Interpreting laboratory results • Doppler assessment • Compression therapy • Wound cleansing techniques • Wound measurement • Clinical photography • Wound tracing
Selection of wound products include:	<p>Range of products</p> <ul style="list-style-type: none"> • Primary dressing products • Secondary dressing products • Wound cleansing products
Wound management strategies include:	<p>Wound management principles</p> <ul style="list-style-type: none"> • Moist wound healing • Holistic assessment • Individualized wound management plan of care • Problem solving framework • Skin assessment • Risk assessment • Pressure support and relieving devices • Prevention programs • Members of health care team • Wound characteristics • Selection of wound products
Complex or challenging wounds could include:	<p>Acute wounds</p> <ul style="list-style-type: none"> • Surgical wounds • Septic wounds • Burns
Acute and/or chronic wounds include:	<p>Surgical wounds</p> <ul style="list-style-type: none"> • Pressure ulcers • Venous ulcers • Arterial ulcers • Mixed ulcers • Discharging wound • Malignant wounds

	<ul style="list-style-type: none"> • Neuropathic ulceration wounds • Infected wounds • Burns • Fistulas and sinuses
Wound healing include:	<p>Phases of wound healing</p> <ul style="list-style-type: none"> • Modes of wound healing • Factors influencing wound healing • Moist wound healing • Role of exudates
Principles of infection control:	<p>Nosocomial infections</p> <ul style="list-style-type: none"> • Causative organisms • Principles of asepsis • Hand washing
Wounds caused by microorganisms include:	<p>Staphylococcus aureus – boils, wound infections</p> <ul style="list-style-type: none"> • Clostridium – tetanus, gas gangrene, botulism • Proteus – wound infections
Common fungal infections include:	<ul style="list-style-type: none"> • Tinea pedis (athlete's foot) • Tinea capitis / corporis (ringworm)
Common viral diseases may include:	<p>Herpes simplex I (cold sores)</p> <ul style="list-style-type: none"> • Herpes simplex II (genital herpes) • Herpes zoster
Commonly seen wounds as a result of acute/chronic conditions may include:	<ul style="list-style-type: none"> • Diabetic ulcers • Burns • Pressure (decubitus) ulcers • Tropical ulcers • Post surgical • Trauma
Harmful effects of microflora include:	<ul style="list-style-type: none"> • Skin – pimples, carbuncles, furuncles • Mouth – gum disease, caries Ears and eyes – otitis extern, conjunctivitis, trachoma
Components of the chain of infection:	<ul style="list-style-type: none"> • Infective agent • Portal of entry • Portal of exit • Reservoir • Susceptible host • Mode of transmission
Wound management team may function in a variety of health care contexts and may include:	<ul style="list-style-type: none"> • Nurses • Medical practitioners • Occupational therapists • Microbiologists • Pharmacists • Careers

Evidence Guide	
Critical Aspects of Competence	<p>The individual being assessed must provide evidence of specified essential knowledge as well as skills</p> <ul style="list-style-type: none"> • Observation of performance in a work context is essential for

	<p>assessment of this unit</p> <ul style="list-style-type: none"> • Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by authorized health care provider 		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge on:</p> <ul style="list-style-type: none"> • Anatomy and physiology • wound healing process • Activities of daily living • Chain of infection - transmission of infection, defenses and immunity, host factors • Community resources • Compliance with current infection control practices and guidelines • Confidentiality and privacy • Documentation principles • Educational resources and professional organizations associated with wound management • Contemporary wound management strategies • Infection control principles • Legal framework for practice • Medical conditions. e.g. diabetes • Medication administration principles, as appropriate to wound care e.g. topical • Members of health care team • Methods of identifying bacteria and common bacterial diseases • Microbiology related to: <ul style="list-style-type: none"> ➤ Anaerobic organisms ➤ Gram negative organisms ➤ Gram positive ➤ Nosocomial infection • Organization policy and procedure • Pharmacodynamics and pharmacokinetics • Workplace health and safety • Wound management terminology 		
Underpinning Skills	<ul style="list-style-type: none"> • Apply infection prevention and control principles in a variety of health environments • Apply documentation principles – recording and reporting, abbreviations for medical terms, types of data to be collected, data collection instruments used in health care environments • Apply professional standards of practice: <ul style="list-style-type: none"> ➤ National code of ethics ➤ State/territory Nursing and Midwifery Regulatory Authority standards of practice ➤ Scope of nursing practice decision making framework 		
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	<ul style="list-style-type: none"> • Take into account opportunities to address waste minimization, environmental responsibility and sustainable practice issues • Undertake wound assessment • Use wound care techniques – asepsis, debridement, packing a wound, specimen collection, wound cleansing • Undertake infection control risk assessment in relation to: <ul style="list-style-type: none"> ➤ patient ➤ Others ➤ Self • Use communication skills
Resource Implications	<ul style="list-style-type: none"> • This unit is most appropriately assessed in the clinical workplace but may be undertaken in a simulated clinical work environment and under the normal range of clinical environment conditions
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Make Referrals to Other Health Care Professionals when Appropriate
Unit Code	HLT CON407 0611
Unit Descriptor	This unit of competency describes the skills and knowledge required to arrange referrals to other health care professionals when required.

Elements	Performance Criteria
1. Formulate a referral plan for client requiring further treatment	<p>1.1 The need for referral to other health care professional's services is determined.</p> <p>1.2 Need for referral is communicated to the client.</p> <p>1.3 The financial aspects of complementary health care are considered.</p> <p>1.4 Referral occurs with permission/consent of client and within the confidentiality/privacy standards is ensured.</p>
2. Interact with other health care professionals	<p>2.1 Range of complementary health care professionals and services are identified.</p> <p>2.2 Complementary health care professionals and support services are consulted to determine the most appropriate source for referral.</p> <p>2.3 Relate effectively and knowledgeably with other health care professionals.</p>
3. Arrange a referral to an appropriate source for clients with specific needs	<p>3.1 Health care professional and/or service are contacted to whom clients are to be referred.</p> <p>3.2 Copies of client records are arranged and transferred to the appropriate referral source.</p> <p>3.3 The client in referral communications are provided with written referrals.</p> <p>3.4 Brief the appropriate health professional service is done on reason for referral.</p>

	3.5 Queries regarding the referral are answered.
	3.6 Assistance to other health care professionals/services is provided as required.
	3.7 Referrals are recorded in case notes.

Variables	Range
Need for referral may include:	<ul style="list-style-type: none"> • Client in need of ongoing support or counseling • Client with a counseling need beyond the practitioner's own level of skill • Practitioner establishes a supervisory, social or sexual relationship with client • Practitioner identifies with client transference or counter-transference • Referral to a senior health professional for initial or follow up pathology • Referral to senior health professional/health services because of a/or suspicion of notifiable disease
Other health care professionals/services may include but are not limited to:	<ul style="list-style-type: none"> • Complementary health therapists • Dieticians • Doctors • Nurses • Health care givers • Law officers • Professional counselors or psychologists • Social or health workers • Pharmacists • Laboratory technologists
Complementary health care practitioners may include:	<ul style="list-style-type: none"> • Acupuncturists • Chiropractors • Herbalists • Massage therapists • More experienced homoeopaths with or without a specialty • Naturopaths • Osteopaths
Support services may include:	<ul style="list-style-type: none"> • Domestic violence telephone service • Life line • Local child care centre • Local church groups • Local welfare centre • Others
Referral may be by:	<ul style="list-style-type: none"> • Verbal communication • Written communication

Client records may include:	<ul style="list-style-type: none"> • A copy of the whole care record • A synopsis of the case record • Homoeopathic specific information via e.g. Standard Case Recoding forms, symptom descriptor forms, treatment evaluation and progress sheets
Briefing may include:	<ul style="list-style-type: none"> • Conventional written letter • Electronic communication e.g. email • Verbal communication e.g. telephone or face to face

Evidence Guide	
Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace • Assessment of sole practitioners must include a range of clinical situations and different client groups covering at minimum, age, culture and gender • Assessment of sole practitioners must consider their unique workplace context, including: <ul style="list-style-type: none"> ➤ Interaction with others in the broader professional community as part of the sole practitioner's workplace ➤ Scope of practice as detailed in the qualification and component competency units ➤ Holistic/integrated assessment including: <ul style="list-style-type: none"> ✓ Working within the practice framework ✓ Performing a health assessment ✓ Assessing the client ✓ Planning treatment ✓ Providing treatment
Underpinning Knowledge and Attitude	<p>Demonstrate knowledge on:</p> <ul style="list-style-type: none"> • Health care professionals/services locally, nationally, and internationally and of their relationship to other professions and organizations • Referral procedures • The paradigms, including fee environments, within which other professions function • The profession's special characteristics, historical mileposts, aspirations and strengths • The role of other health professionals and support services • What constitutes a medical emergency or referral
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Apply referral procedures • Communicate effectively • Consult colleagues for special expertise • Demonstrate appreciation of the relative merits of the treatment options available in regard to cost, benefit and efficiency of such procedures • Formulate referral plans and arrange referrals

	<ul style="list-style-type: none"> • Write referrals, certificates and correspondence • Write third party and medico legal reports, certificates and correspondence in the absence of authorized person
Resource Implications	<ul style="list-style-type: none"> • Assessment should replicate workplace conditions as far as possible • Simulations may be used to represent workplace conditions as closely as possible • Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible • Resources essential for assessment include contact directories
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competences relevant to the job function.</p>

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Practice Legal and Ethical Parameters to Nursing Practice
Unit Code	HLT CON4 08 0611
Unit Descriptor	This unit of competency describes the skills and knowledge required for an enrolled nurse to perform within the legal and ethical parameters of professional practice, supporting client rights and meeting duty of care requirements.

Elements	Performance Criteria
1. Perform within the legal and ethical parameters of professional nursing practice	<p>1.1 A clear understanding of legal and regulatory acts/guidelines is applied as they have impact on nursing practice to perform ethical parameters.</p> <p>1.2 The implications of current legislation are addressed as incorporated into nursing practice to perform ethical parameters.</p> <p>1.3 Codes of ethics, code of conduct and enrolled nursing competency standards are applied in nursing practice to perform within the legal and ethical parameters of professional Nursing practice.</p> <p>1.4 Function within the scope of jurisdictional enrolled nurse is practiced to perform within the legal and ethical parameters of professional Nursing practice.</p> <p>1.5 Client complaints are handled sensitively in line with the organizational policies and procedures to understand the legal framework.</p>
2. Apply an understanding of the legal framework	<p>2.1 An understanding of how the law operates in relation is done to the nursing practice with regard to the legal processes, principle and penalties.</p> <p>2.2 Concepts of negligence, duty of care and vicarious liability are applied accurately to the professional practices of an enrolled nurse.</p> <p>2.3 A clear understanding of the requirement is applied to obtain consent to the treatment.</p> <p>2.4 Principles of restraint are applied appropriately, with the clear understanding of their intent and use.</p> <p>2.5 Common legal terms are applied to associate with the nursing practice with a clear understanding of their meaning and implications for nursing practice.</p> <p>2.6 The legal requirements and expectations are applied in relation to the report writing in nursing practice.</p>

	<p>2.7 Mandatory reporting processes are applied in line with the jurisdictional requirements to nursing practice.</p> <p>2.8 Client privacy and confidentiality practices are applied in line with the legislative requirements and organizational policies and procedures.</p>
3. Apply ethical concepts to the clinical practice	<p>3.1 Ethical practice is demonstrated to all interactions with clients, relatives, careers and colleagues.</p> <p>3.2 An awareness of contemporary ethical issues is maintained that may have impact on nursing practice.</p> <p>3.3 Strategies are developed to implement and resolve ethical issues within the practice of nursing.</p> <p>3.4 Responsibility for addressing ethical issues is taken to the legal requirements in line with their own nursing role.</p> <p>3.5 All documentation is completed in accordance with the state/territory legislation and organizational policies and procedures.</p>
4. Support the rights, interests and needs of clients and their families	<p>4.1 With legal responsibilities, duty of care is complied in all care activities by interacting with clients, their families and careers.</p> <p>4.2 Client rights, interests and decisions are supported to the needs of clients and their families.</p> <p>4.3 The client is encouraged to exercise their rights to make the informed decisions regarding their care.</p> <p>4.4 Respect and support are demonstrated for the dignity of clients and their families.</p> <p>4.5 For client, family is acted as an advocator in line with the jurisdictional to the nurse's scope of practice.</p>
5. Apply open disclosure processes	<p>5.1 An understanding of the principles is done in the processes of open disclosure in a health care environment.</p> <p>5.2 An understanding of the role of open disclosure is done within own role as an Enrolled Nurse.</p> <p>5.3 An understanding of the roles of other health care workers is done in relation to open disclosure.</p>

Variables	Range
Occupational Health and Safety (OHS)	<ul style="list-style-type: none"> • Insure that your own health and hygiene does not pose a threat to others. • Wear correct personal protective clothing appropriate to basic nursing care. • Use correct handling techniques of assessing basic nursing care.

	<ul style="list-style-type: none"> • Store equipment and materials appropriately. • Deal with spillages and disposal of waste according to standards and guide
Tools and Equipment	<ul style="list-style-type: none"> • Table and seats, recording and reporting formats and loge books
Types and Sources of Information	<ul style="list-style-type: none"> • Basic nursing care guide line, posters and diagrams, teaching curriculum, use web site.
Clients may include:	<ul style="list-style-type: none"> • Child • Adolescent • Adult • Older adult • Professional colleagues • Visitors
Health practice settings may include but is not limited to:	<ul style="list-style-type: none"> • Medical clinic • Acute hospitals • Private hospitals • Public hospitals • Rural/remote settings
Legal and regulatory frameworks which may include	<ul style="list-style-type: none"> • National/state Acts of Parliament with impact on nursing practice e.g. Nurses Acts, Mental Health Act, Drugs and Poisons Act/s. • Privacy legislation • Equal employment legislation • Occupational health and safety Act/Regulations • Statutory nurse regulatory authorities regulations • Freedom of information Act • Disability Services Act • Antidiscrimination legislation • Criminal Acts
Regulatory bodies may include:	<ul style="list-style-type: none"> • Ethiopian Nursing and Midwifery Council (ENMC) • State or territory nurse regulatory authority
Professional standards of practice include:	<ul style="list-style-type: none"> • ENMC code of conduct • ENMC code of ethics • ENMC national enrolled nurse competency standards • State/territory Nurse Regulatory Nurses Act • State/territory Nursing and Midwifery Regulatory Authority standards of practice • Scope of nursing practice decision making Framework
Management of client information includes:	<ul style="list-style-type: none"> • Legal documentation • Computerized records • Freedom of Information legislation • Privacy Act • Confidentiality
Common legal terms associated with nursing	<ul style="list-style-type: none"> • Common law • Statute law • Civil law • Assault and battery • Defendant • Plaintiff

practice must include:	<ul style="list-style-type: none"> • Negligence • Duty of care • Vicarious liability • Consent • Restraint • Confidentiality 	<ul style="list-style-type: none"> • Doctrine of precedent • Legislation • Regulation • Harassment • Expert witness
Negligence and duty of care must include:	<ul style="list-style-type: none"> • Damages • Foresee ability • Breach of duty of care • Omissions 	<ul style="list-style-type: none"> • Acts • Reasonable • Standard
Issues of life and death may Include:	<ul style="list-style-type: none"> • Refusal and withdrawal of treatment • Power of attorney • Guardianship • Living wills and advanced directives • Not for resuscitation orders 	
Clients rights in health care may include:	<ul style="list-style-type: none"> • Access to healthcare • Confidentiality • Dignity • Respect 	
Discussion of ethical issues may include but not be limited to:	<ul style="list-style-type: none"> • Abortion • Tissue transplantation • Reproductive technology • Organ donation • Euthanasia and assisted suicide • Restraint • Open disclosure • Mandatory reporting • Quality of life • Conscientious objection • Child abuse • Consent • Artificially prolonging life • Refusal of treatment • Stem cell research • “Not for resuscitation” orders • Cultural and religious issues 	
Documentation and report writing requirements may include:	<ul style="list-style-type: none"> • Legible/date/time and sign (print name) • Written in black or blue ink • Approved abbreviations • Concise, accurate, relevant, contemporary • Correct spelling and chronological • Errors — line through not erased, write error and initial • No spaces between entries • Objective data not subjective data • Confidentiality 	

	<ul style="list-style-type: none"> • Models of documentation 		
Evidence Guide			
Critical Aspects of Competence	<p>A person who demonstrates competence in this standard must be able to provide evidence that they are able to demonstrate knowledge and skills of:</p> <ul style="list-style-type: none"> • Legislation related to nursing practice • Duty of care. • Scope of practice of the enrolled nurse • Legal requirements of nursing documentation • Observation of performance in a work context is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a registered nurse 		
Underpinning Knowledge and Attitudes	<p>Demonstrate on:</p> <ul style="list-style-type: none"> • Knowledge and application of legislation to enrolled nurse practice • Knowledge of law – sources, types, court system, common law, statute law, civil law, precedent • Knowledge of law of torts – negligence, trespass, assault and battery, types of consent, valid consent, legal and intellectual capacity, false imprisonment and defamation • Knowledge of the coroner, including - functions of the coroner, coronial inquests and giving evidence to the coroner • Knowledge of contemporary ethical issues – autonomy, non-maleficence, beneficence, justice, rights • A moral decision making model • Principles of confidentiality and privacy responsibilities • Application of ethical principles to Enrolled Nurse practice • Definitions of ethics, bioethics and nursing ethics • Theoretical concepts informing ethical conduct • Models of documentation 		
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> • Communication skill/therapeutic relationships • Basic physical physiological nursing skill 		
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped assessment location with necessary tools and equipment as well as consumable materials 		
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require 		
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	<p>evidence of process</p> <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competences relevant to the job function.</p>

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Manage Workplace OHS Management System
Unit Code	HLT CON4 09 0611
Unit Descriptor	This competency covers the establishment and maintenance of the OHS system within the area of managerial responsibility, in order to ensure that the workplace is practicable, safe and without risks to the health of employees, clients and/or visitors present.

Elements	Performance Criteria
1. Establish and maintain participative arrangements for the management of OHS	<p>1.1 Appropriate participative processes with employees and their representative are established and maintained in accordance with the relevant OHS legislation, regulations and relevant industry standards in consistent with the enterprise's procedures.</p> <p>1.2 Issues rose through participation and consultation are dealt promptly and effectively; and resolved in accordance with the procedures for issues resolution.</p> <p>1.3 Information is provided to employees about the outcomes of participation and consultation in a manner accessible to employees.</p>
2. Establish and maintain procedures for identifying hazards, assessing and controlling risk	<p>2.1 Workplace procedures are developed for hazard identification, assessment and control of risks as well as dealing with hazardous events.</p> <p>2.2 Identification of all hazards at the planning, design and evaluation stages of any changes in the workplace are addressed to ensure that new hazards are not created by the proposed changes.</p> <p>2.3 Procedures are developed and maintained for selection and implementation of risk control measures in accordance with the hierarchy of control.</p> <p>2.4 Inadequacies in the existing risk control measures are identified in accordance with the hierarchy of control and provide promptly resources enabling the implementation of new measures.</p>
3. Establish and maintain an OHS induction and training programs	<p>3.1 Training needs are identified.</p> <p>3.2 OHS induction and training program are developed and maintained to identify and fulfill employee's OHS training needs as part of the enterprise general training program.</p>

	<p>3.3 Training management systems are maintained so that individual employee's training needs is easily identified, training attendance monitored and non-attendance followed up.</p> <p>3.4 Relevant training experts are coordinated as necessary.</p> <p>3.5 Outcomes are evaluated to ensure that the training objectives are met.</p>
4. Establish and maintain a system for OHS records	4.1 Systems are established and monitored for keeping OHS records to meet regulatory requirements, allow identification of patterns of hazardous incidents, occupational injuries and diseases within the area of managerial responsibility.

Variables	Range
Legislative arrangements may be:	<ul style="list-style-type: none"> • The legislative requirements for OHS vary across different states and the requirements of the particular state should be reflected in the training and assessment process. • The particular differences related to OHS consultation and participation and for incident reporting are particularly relevant to this competency.
Hazard is define as:	<ul style="list-style-type: none"> • A 'hazard' is something with the potential to: <ul style="list-style-type: none"> ➢ Cause injury or disease to people, ➢ Damage to property ➢ Disruption to productivity. • Hazards arise from: <ul style="list-style-type: none"> ➢ Workplace environment; ➢ Use of equipment; ➢ Poor work design; ➢ Inappropriate systems, procedures and/or human behavior • Sources of energy such as electricity, hazardous substances, hot objects and moving equipment are all hazards.
Relevant organizational procedures for managing risks include:	<ul style="list-style-type: none"> • Hazard management policies and procedures (these may be integrated with quality, care or other documents or be separated as OHS policies and procedures). Hazard management documents include: <ul style="list-style-type: none"> ➢ Policies and procedures on specific hazards ➢ Hazard and incident reporting and investigation, ➢ Workplace inspections, ➢ Maintenance, etc. • Communication, consultation and issue resolution procedures • Human resources management procedures such as grievance procedures, induction programs, team meetings, management of performance levels • Job procedures and work instructions • Post incident/injury management such as first aid, critical

	<p>incident debriefing, compensation and return to work</p> <ul style="list-style-type: none"> • Other related procedures including waste management, security
Work instructions may be:	<ul style="list-style-type: none"> • Verbal • Written • In English • In a community language • Provided visually, e.g. video, OHS signs, symbols and other pictorial presentation, etc.
Designated personnel for OHS referrals may be:	<ul style="list-style-type: none"> • Employer • Supervisor • Chairperson of OHS committee • OHS nominee • Elected OHS representative/employee representative • Other personnel with OHS responsibilities
Examples of OHS issues which may be raised by workers with the designated personnel may include:	<ul style="list-style-type: none"> • Hazards identified • Problems encountered in managing risks associated with hazard • Clarification on understanding of OHS policies and procedures • Communication and consultation processes • Follow up to reports and feedback • Effectiveness of risk controls in place • Training needs
Examples of contributions may include:	<ul style="list-style-type: none"> • Listening to the ideas and opinions of others in the team • Sharing opinions, views, knowledge and skills • Identifying and reporting risks and hazards • Using equipment according to guidelines and operating manuals • Behavior that contributes to a safe working environment which includes following OHS procedures
Examples of participative arrangements may include:	<ul style="list-style-type: none"> • Regular information sessions (using clear and understandable language) on existing or new OHS issues • Formal and informal OHS meetings • Meetings called by OHS representatives • Health and safety committees • Other committees such as consultative planning and purchasing • Other means and processes for raising requests and concerns as well as contributing suggestions and reports to management • Documented issue resolution processes • Easy access to relevant written workplace information
Controlling risks in the work area may include:	<ul style="list-style-type: none"> • Application of the hierarchy of control, namely: <ul style="list-style-type: none"> ➤ Eliminate the risk ➤ Reduce/minimize the risk through

	<ul style="list-style-type: none"> ➤ Engineering controls ➤ Administrative controls including training ➤ Personal protective equipment
OHS information that may need to be explained to co-workers include:	<ul style="list-style-type: none"> • Relevant State/Regional OHS acts and legislation, codes of practices and industry standards • Enterprise OHS policies and procedures
Other related Commonwealth, State and Territory legislation and requirements may include	<ul style="list-style-type: none"> • General duty of care requirements • Privacy Act in relation to requirements for: <ul style="list-style-type: none"> ➤ The maintenance and confidentiality of records of occupational injury and disease, ➤ Provision of information, etc • Relevant requirements of Environmental Protection Authority
Identifying hazards and assessing risk may occur through:	<ul style="list-style-type: none"> • Hazard and incident reports • Workplace inspection in area of responsibility • Consulting work team members • Housekeeping • Workplace inspections • Daily informal team consultation and regular formal team meetings, • Internal and external audits • Industry information such as journal, newsletters and networking
Organizational health and safety records may include:	<ul style="list-style-type: none"> • Audit and inspection reports • Agendas and minutes of meetings of OHS Committees, work group and management meetings • Training records • Manufacturer's or supplier's information • Hazardous substances registers • Plant and equipment maintenance and testing reports • Workers compensation and rehabilitation records • First aid/medical records • Workplace environmental monitoring records
Reports identifying workplace hazards may be verbal or written and may include:	<ul style="list-style-type: none"> • Face to face • Phone messages • Notes • Memos • Specially designed report forms

Evidence Guide			
Critical Aspects of Competence	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> • Ability to communicate and consult with work group • Ability to develop, implement and maintain the organizational OHS policies and procedures • Ability to manage a systems approach to OHS 		
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<p>Underpinning Knowledge and Attitudes</p>	<p>Knowledge and understanding is required of the workplace OHS system sufficient to establish and maintain a system that has been designed by others. Competence includes sufficient literacy skills and the ability to:</p> <ul style="list-style-type: none"> • Accurately understand and interpret relevant Commonwealth/ State/Territory act and legislation • Work with risk assessment and/or other technical specialists in a team environment • Understand relevant legislation and acts that affect the operation • Knowledge of risk control strategies as applied to • Collect and analyze data from the workplace • Convey and discuss analysis with relevant personnel and conduct needs analysis • Design and convey organizational instructions, procedures and systems • Communicate and report verbally and/or in writing with an aim to encourage continuous improvements • Coach and mentor • Solve problems 		
<p>Underpinning Skills</p>	<p>Competence must be demonstrated:</p> <ul style="list-style-type: none"> • In recognizing potential situations that require action and then • In implementing appropriate corrective action as much as possible to eliminate risk. <p>Consistent performance should be demonstrated. In particular look for evidence of:</p> <ul style="list-style-type: none"> • Awareness of all relevant workplace procedures including: <ul style="list-style-type: none"> ➢ Hazard management policies and procedures ➢ Workplace consultation ➢ Job procedures and work instruction ➢ Procedures for the use of personal protective clothing, equipment and/or duress alarms. ➢ Emergency, fire and incident procedures • Recognition and reporting of workplace hazards • Implementation of work processes and practices to prevent or minimize risk • Application of safe work practices • Correct use of equipment according to organizational instructions • Awareness that OHS issues are regulated by State/Territory acts, regulations, codes of practice and industry standards • Communication skills - language competence required to fulfill job roles in a safe manner and as specified by the organization/ service. • Service/organization may require competence in English or community language, depending on client group • The ability to relate to people from a range of social, cultural 		
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	and ethnic backgrounds and physical and mental abilities
Resources Implication	<p>Assessment will require access to:</p> <ul style="list-style-type: none"> • Broad guidance from top management • Workplace health and safety policies and procedures • Other related policies and procedures • Relevant legislation and acts • Duties statements and/or job descriptions • Appropriate equipment, etc. <ul style="list-style-type: none"> • Over an extended period of time, or a suitable method of gathering evidence of knowledge and understanding over a range of situations. A bank of scenarios/case studies/what ifs will be required as well as a bank of questions which will be used to check the reasoning behind the observable actions • Within the limitations of employee, client and public safety, considerations must be given to workers whose literacy skills are limited and/or who are physically and/or intellectually disabled in certain sectors of the industry
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competences relevant to the job function.</p>

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Deliver and Monitor a Service to Customers
Unit Code	HLT CON4 10 0611
Unit Descriptor	This unit covers the skills and knowledge required to identify customers' needs, and monitor the services provided to customers.

Element	Performance Criteria
1. Identify customer's needs	<p>1.1 Customer's needs and expectations are clarified and accurately identified using the appropriate interpersonal skills.</p> <p>1.2 Customer's needs are assessed for urgency to determine priorities for service delivery in accordance with the organizational requirements.</p> <p>1.3 Customers are provided with information about the available choices for meeting their needs and assisted in the selection of preferred options.</p> <p>1.4 Limitations in addressing customer's needs are identified, and appropriate assistance is sought from the designated individuals.</p>
2. Deliver service to customers	<p>2.1 Service is provided promptly to customers to meet the identified needs in accordance with the organizational requirements.</p> <p>2.2 Appropriate rapport is established and maintained with customers to ensure the completion of the delivery of a quality service.</p> <p>2.3 Customers' complaints are handled sensitively and courteously in accordance with the organizational requirements.</p> <p>2.4 Customers with special needs are responded to in accordance with the organizational requirements.</p> <p>2.5 Available opportunities are identified and used to promote and enhance services and products to customers.</p>
3. Monitor and report on service delivery	<p>3.1 Customer satisfaction with service delivery is regularly reviewed using <i>verifiable evidence</i> in accordance with the organizational requirements.</p> <p>3.2 Opportunities to enhance the quality of service and products are identified and pursued within the organizational requirements.</p>

	<p>3.3 Procedural aspects of service delivery are monitored for the effectiveness and suitability of customer's requirements.</p> <p>3.4 Customer feedback is regularly sought and used to improve the provision of product and services.</p> <p>3.5 Decisions to modify products or services are incorporated evidences of the customer's satisfaction and are within the organizational requirements.</p> <p>3.6 Reports made are clear, detailed and contain recommendations focused on critical aspects of the service deliver.</p>
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Variables	Range
Legislation, codes and national standards relevant to the workplace which may include:	<ul style="list-style-type: none"> • Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Customers' needs and expectations may relate to:	<ul style="list-style-type: none"> • Advice or general information • Specific information • Further information • Making an appointment • Complaints • Purchasing organization's products and services • Returning organization's products and services • Accuracy of information • Fairness/politeness • Prices/value
Appropriate interpersonal skills may include:	<ul style="list-style-type: none"> • Using appropriate body language • Summarizing and paraphrasing to check understanding of customer's message • Providing an opportunity for the customer to confirm their request • Seeking feedback from the customer to confirm understanding of needs • Questioning to clarify and confirm the customer's needs • Listening actively to what the customer is communicating

Customers can be:	<ul style="list-style-type: none"> • Internal or external • Other agencies • Individual members of the organization • Corporate customers • Individual members of the public
Organizational requirements may include:	<ul style="list-style-type: none"> • Quality assurances and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organizational policy/guidelines and requirements • OHS policies, procedures and programs • Anti-discrimination and related policy • Access and equity principles and practice • Quality and continuous improvement processes and standards • Defined resource parameters • Who is responsible for products or services • Pricing and discount policies • Replacement and refund policy and procedures • Payment and delivery options
Designated individuals may include:	<ul style="list-style-type: none"> • Supervisor • Customers • Colleagues • Line management
Customers' complaints may include:	<ul style="list-style-type: none"> • Damaged goods or goods not delivered • Administrative errors such as incorrect invoices or prices • Warehouse or store room errors such as incorrect product delivered • Service errors • Delivery errors • Product not delivered on time • Customer satisfaction with service quality
Customers with special needs may include:	<ul style="list-style-type: none"> • Disabilities • Language • Beliefs/values • Religious/spiritual observances • Gender, age • Culture • Age

Opportunities for enhancing the quality of service or product may include:	<ul style="list-style-type: none"> • Procedures for delivery of goods • Returns policy • System for recording complaints • Extending timelines • Packaging procedures • Update of customer service charter
Verifiable evidence may include:	<ul style="list-style-type: none"> • Customer satisfaction questionnaires • Audit documentation and reports • Quality assurance data • Returned goods • Lapsed customers • Service calls • Complaints

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> • Identifying needs and priorities of customers • Distinguishing between different levels of customer satisfaction • Treating customers with courtesy and respect • Identifying and complying with organizational requirements • Responding to and reporting on customer feedback
Underpinning Knowledge and Attitudes	<p>At this level the learner must demonstrate some relevant theoretical knowledge such as:</p> <ul style="list-style-type: none"> • The relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • Knowledge of the principles of excellent customer service • Understanding the organization's business structure, products and services • Understanding the organization's policy and procedures for customer service including handling customer complaints • Knowledge of product and service standards and best practice models • Understanding the principles of quality assurance • Understanding public relations and product promotion • Consultation methods, techniques and protocols • Techniques for dealing with customers, including customers with special needs

Underpinning Skills	<p>Essential skills must include:</p> <ul style="list-style-type: none"> • Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding • Proofreading and editing skills to ensure clarity of meaning and conformity to organizational requirements, check for accuracy and consistency of information • Report writing skills to identify and elaborate on customer service strategies; assess information for relevance and accuracy; source additional information as required • Technology skills including the ability to select and use technology appropriate to a task • Problem solving skills to deal with customer enquiries or complaints • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource Requirements	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training providers or employers) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competences relevant to the job function.

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Promote Innovation and Change
Unit Code	HLT CON4 11 0611
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to the effective change.

Element	Performance Criteria
1. Identify and develop opportunities to improve work practices	<p>1.1 Options for change incorporated are the identified improvements to the work practices and procedures.</p> <p>1.2 Risk factors affecting change are analyzed to identify potential constraints.</p> <p>1.3 Change is planned and resourced to promote the introduction and management of new processes.</p> <p>1.4 Benefits of change are made clear and consistent with the organizational requirements.</p> <p>1.5 Timeliness and targets for implementation are made realistic; and support the achievement of change.</p>
2. Lead team to foster innovative work practices	<p>2.1 Team members are selected to maximize innovative opportunities.</p> <p>2.2 Work assignments are organized to facilitate innovative work skills.</p> <p>2.3 Team members are provided with guidance and coaching on innovation in the workplace.</p> <p>2.4 Models of innovative work practice are provided and discussed.</p>
3. Facilitate commitment to the workplace change	<p>3.1 Opinions and suggestion on improving work practices are encouraged to facilitate participation in the change processes.</p> <p>3.2 Goals and objectives of change are communicated clearly and promptly to the individuals and teams.</p> <p>3.3 Business technology is used to manage and provide access to information on progress towards the objectives of change.</p> <p>3.4 Mentoring and coaching are provided to support individuals and groups in the introduction of change.</p> <p>3.5 Decisions to overcome problem in the implementation of</p>

	<p>change are made in consultation with the designated individuals and groups.</p> <p>3.6 Effective relations and communication are maintained with the clients and stakeholders during the process of change.</p>
4. Monitor and evaluate change	<p>4.1 Organization's systems and technology are used to monitor progress towards the objectives.</p> <p>4.2 Team members are actively encouraged to reflect on team activities and opportunities for the improvement and innovation.</p> <p>4.3 Team activities are evaluated based on the feedback from team members, management, clients and other interested people.</p> <p>4.4 Suggestions for work improvement made by team members are positively received and acted on where appropriate.</p> <p>4.5 Evidence and information on the impact of change that are accurate and relevant are reported within the organizational requirements.</p> <p>4.6 Recommendations for improving methods or techniques to manage change are negotiated with the designated individuals and groups using the appropriate negotiation skills.</p> <p>4.7 Systems, records and reporting procedures are maintained according to the organizational requirements.</p> <p>4.8 Feedback on individual and group work practices is collected promptly.</p>

Variables	Range
They may use legislation, codes and national standards relevant to the workplace including:	<ul style="list-style-type: none"> • Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
Change may include:	<ul style="list-style-type: none"> • Implementation of new work practices and/or services • Organizational restructures • Introduction of new technology • Change in work location • New client base

	<ul style="list-style-type: none"> • Staffing changes • Job role changes • Work priorities
Innovative work skills are:	<ul style="list-style-type: none"> • The skills required to come up with and develop new ideas or the new use of an old idea. They include: <ul style="list-style-type: none"> ➤ Interpretation ➤ Conceptualization ➤ Representation ➤ Reflection ➤ Evaluation
Organizational requirements may be included in:	<ul style="list-style-type: none"> • Quality assurances and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organizational policy/guidelines and requirements • Occupational health and safety policies, procedures and programs • Business and performance plans • Anti-discrimination and related policy • Access and equity principles and practice • Ethical standards • Quality and continuous improvement processes and standards • Defined resource parameters • Consultation and communication processes
Risk factors may include:	<ul style="list-style-type: none"> • Disturbances to workflow • Confusion/loss of confidence • Cost blow out • Supplier problems • Product/service delivery problems • Time delays
Business technology may include:	<ul style="list-style-type: none"> • Computer • Internet/extranet/intranet • Email • Software • Answering machine • Fax machine • Telephone
Mentoring and coaching may include:	<ul style="list-style-type: none"> • Providing feedback to another team member • Fair and ethical practice

	<ul style="list-style-type: none"> • Non-discriminatory processes and activities • Respecting the contribution of all participants and giving credit for achievements • Presenting and promoting a positive image of the collective group • Problem solving • Providing encouragement
Monitoring progress may include:	<ul style="list-style-type: none"> • Weekly report • Monthly report • Consultative groups • Occupational health and safety • Union delegates • Financial departments • Public profiles
Evidence and information may include:	<ul style="list-style-type: none"> • Customer surveys • Employee satisfaction • Industrial disputes • Supplier feedback • Productivity measures • Cost savings • Market share data
Negotiation skills may include:	<ul style="list-style-type: none"> • Assertiveness • Collaboration • Solution designing • Confidence building • Conflict reduction • Stress management • Empathizing

Evidence Guide			
Critical Aspects of Assessment	Critical aspects of evidence includes: <ul style="list-style-type: none"> • Analyzing and evaluating problems associated with change • Developing processes to introduce change • Establishing plans and schedules to achieve the objectives of change • Presenting information on the causes and introduction of the change • Communicating priorities, goals and objectives 		
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	<ul style="list-style-type: none"> • Gathering evidence on the effect of change 		
Underpinning Knowledge and Attitudes	<p>At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts:</p> <ul style="list-style-type: none"> • The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • Understanding of common effects of change and innovation in the workplace • Understanding of industrial and organizational context of change • Understanding of organization's policies, plans, procedures and structure • Knowledge of resources required by the organization's operations • Understanding processes to interpret and apply feedback • Knowledge of principles and techniques of goal setting and recording priorities • Knowledge of the principles of negotiation 		
Underpinning Skills	<p>Essential skills required the candidate to acquire:</p> <ul style="list-style-type: none"> • Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding • Planning skills to schedule work activities for the implementation of change • Team work skills for working as a member of a team during period of changes • Consultation skills for including stakeholders in the change process • Analytical skills for monitoring outcomes of change • Negotiation skills for dealing with competing objectives • Estimation skills for identifying resources necessary to support introduction of change • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities 		
Resource Requirements	<p>Resource implications includes:</p> <ul style="list-style-type: none"> • The learner and trainer should have access to appropriate documentation and resources normally used in the workplace • Consistency of performance in order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an 		
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	appropriate range and variety of situations
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training providers or employers) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competences relevant to the job function.</p>

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Contribute to Organizational Effectiveness in the Health Industry
Unit Code	HLT CON4 12 0611
Unit Descriptor	This unit of competency describes the skills and knowledge required to the effective organizational outcomes in the health industry by practicing and promoting legal and ethical work practices to protect client's safety and enhance outcomes for the organization and its clients in the broader health industry context.

Element	Performance Criteria
1. Promote ethical work practice	<p>1.1 Ensure client's confidentiality is maintained in accordance with the organizational policy and procedure.</p> <p>1.2 The rights and responsibilities of clients are respected in the organization.</p> <p>1.3 Colleagues/team members are coordinated appropriately to comply with confidentiality requirements, and client rights and responsibilities are encouraged and maintained.</p> <p>1.4 All works that are undertaken reflects and promotes the understanding of compliance with the principles of duty of care, legal responsibilities and related organizational goals and objectives.</p>
2. Contribute to client and organizational outcomes	<p>2.1 It is ensured that work undertaken reflects the role of the organization and the range of services it provides.</p> <p>2.2 It is ensured that work undertaken reflects in the nature and needs of client groups accessing the services of the organization.</p> <p>2.3 Work with an awareness of how the organization's operations are financed.</p> <p>2.4 The roles of other relevant organizations and individuals that contribute to client's outcomes are recognized.</p> <p>2.5 Positive relationships between own organization and other organizations and individuals that contribute to client's outcomes are maintained and encouraged.</p>
3. Contribute to the organizational improvements	<p>3.1 Organizational improvement strategies are highly contributed by stockholders.</p> <p>3.2 Organizational improvement of organizational practice and performance is done with participation.</p>

Variables	Range
Issues relevant to client rights and responsibilities may include:	<ul style="list-style-type: none"> • Access to appropriate and equitable care • Personal dignity • Privacy, confidentiality and consent • Personal safety and security • Knowledge of the identity and professional status of individuals providing services • Behavior of relatives and friends • Provision of accurate information • Keeping appointments • Complying with instructions • Respect for the rights of other clients and staff
Legal issues relevant to position and role may include:	<ul style="list-style-type: none"> • Privacy of personal health information • Trade Practices Act • Consent to medical treatment • Duty of care • Release of medical and other clinical records • Coroners Act • Client autonomous right of self-determination • Industrial relations
The organization's operations may be financed by:	<ul style="list-style-type: none"> • State, Territory and Federal governments • Department of Veterans' Affairs • Medicare Plus • Health funds • General and workers' compensation insurers • Church funding sources • Donations, trusts and bequests • Client co-payments • Fees for services provided • Contract payments • Episodic, per diem or block grant funding arrangements
Important relationships with other organizations and individuals may include:	<ul style="list-style-type: none"> • Contracts with health funds • Contracts with the Department of Veterans' Affairs • Relationships between and with general practitioners and specialists • Allied health professionals • Contractors/suppliers of goods and services • Community and church organizations • Research organizations • State, territory and federal departments of health • Local government • Health Insurance Commission • Health Care Complaints Commission • Accreditation bodies

	<ul style="list-style-type: none"> • Divisions of general practice • Industrial, employer and professional organizations • Networks with other hospitals and community services • Non-government organizations • Church and charitable organizations • Police • Ambulance • Fire Brigade • Diagnostic services • Environmental Protection Agencies • Referral hospitals • Referring organizations
Activities, functions and strategies contributing to the organizational improvement may include:	<p>Those aiming to improve the performance of the organization in areas of finance, operations and service delivery, such as:</p> <ul style="list-style-type: none"> • Customer service initiatives • Quality improvement projects • Environmental surveys • Efficiency audits • Public relations and marketing • OHS programs • Team development • Infection control measures • Human resource and industrial relations projects • Use of key performance indicators for efficiency and effectiveness • Budgeting and variance analysis • Use of clinical indicators • Benchmarking • Process improvements • Relationship development with external organizations and service providers • Involvement in facility and service accreditation

Evidence Guide	
Critical Aspects of Assessment	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit:</p> <ul style="list-style-type: none"> • Demonstrated application of the legal and ethical issues in relation to client care, as relevant to the worker's specific role and responsibilities • Appreciation of the role of the organization, its relationship to the community and with other industry organizations, and ability to communicate this knowledge to team members and others when appropriate

	<ul style="list-style-type: none"> • Active involvement in improving the performance of the organization in line with of the scope of the worker's role and responsibilities
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • General knowledge of legal and ethical issues related to client care and client safety • Specific legal issues related to client care relevant to own and team roles and responsibilities, including child protection • Role of the organization and services it provides • Service profile and catchment area of organization • Awareness of relevant organization or department structure and/or any associated agencies • Awareness of organization policies / procedures related to own work role • Awareness of sources of funding and funding mechanisms relevant to organization in line with own work functions • Awareness of organization's budgeting and budget monitoring processes as they relate to own work functions • Importance and basic nature of significant organization relationships with external industry organizations and individuals • Performance measures used by the organization for measuring clinical, operational and financial performance relevant to worker's role and responsibility • Elementary quality improvement principles and processes.
Underpinning Skills	<p>Essential skills requires includes the ability to:</p> <ul style="list-style-type: none"> • Comply with legal requirements specific to worker's role and responsibilities • Accurately communicate information to others • Encourage other team members and promote good practice • Identify external organizations and other industry participants of importance to the organization • Identify the services provided by the organization • Use key performance indicators relevant to worker's role and responsibilities • Participate in accreditation, quality improvement, infection control, OHS projects, service and process improvements, public relations, marketing, environmental surveys or customer service projects and initiatives relevant to role and responsibilities of the worker
Resource Implications	<p>Resources that may be required for assessment include any documents specific to the work context such as:</p> <ul style="list-style-type: none"> • Organization policies and procedures concerning client care legal issues • Strategic plan, business plan, directory of services, marketing

	<p>or public relations plan, annual report as appropriate</p> <ul style="list-style-type: none"> • Organization policies and procedures concerning funding, budgeting and use of key performance indicators • Accreditation guidelines and standards • Other relevant organization policies and procedures • Duty statements and/or job descriptions
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competences relevant to the job function.</p>

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Migrate to New Technology
Unit Code	HLT CON4 13 0611
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest possible level through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

Elements	Performance Criteria
1. Apply the existing knowledge and techniques to technology and transfer	<p>1.1 Situations are identified where the existing knowledge can be used as the basis for developing new skills.</p> <p>1.2 New or upgraded technology skills are acquired and used to enhance learning (provision of standard care).</p> <p>1.3 New or upgraded equipment is identified, classified and used where appropriate, for the benefit of the customer as well as the organization.</p>
2. Apply the functions of technology to assist in solving the organizational problems	<p>2.1 Testing of new or upgraded equipment is conducted according to the specification manual.</p> <p>2.2 Features of new or upgraded equipment are applied within the organization.</p> <p>2.3 Features and functions of new or upgraded equipment are <i>used</i> for solving the organizational problems.</p> <p>2.4 Sources of information are accessed and used by relating to the new or upgraded equipment.</p>
3. Evaluate new or upgraded technology performance	<p>3.1 New or upgraded equipment is evaluated for the performance, usability and against the OHS standards.</p> <p>3.2 Environmental considerations are determined from new or upgraded equipment.</p> <p>3.3 Feedback is sought from users where appropriate.</p>

Variable	Range
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Environmental Considerations	May include but is not limited to recycling, safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) and correct disposal of waste materials by an authorized body
Feedback	May include surveys, questionnaires, interviews and meetings.
Evidence Guide	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	Demonstrate knowledge and attitudes on: <ul style="list-style-type: none"> • Broad awareness of current technology trends and directions in construction industry (e.g. systems/procedures, services, new developments, new protocols) • Knowledge of vendor product directions • Assess and analyze value chain • Ability to locate appropriate sources of information regarding building construction and new technologies • Current industry products/services, procedures and techniques with knowledge of general features • Information gathering techniques
Underpinning Skills	Demonstrate skills on: <ul style="list-style-type: none"> • Research skills for identifying broad features of new technologies • Ability to assist in the decision making process • Literacy skills in regard to interpretation of technical manuals • Ability to solve known problems in a variety of situations and locations • Evaluate and apply new technology to assist in solving organizational problems • General analytical skills in relation to known problems
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other

	competences relevant to the job function.
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Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Manage and Maintain Small/Medium Business Operations
Unit Code	HLT CON4 14 0611
Unit Descriptor	This unit covers the operation of day-to-day business activities in a micro or small business. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

Elements	Performance Criteria
1. Identify daily work requirements	<p>1.1 Work requirements for a given time period are identified by taking into consideration resources and constraints.</p> <p>1.2 Work activities are prioritized based on the business needs, requirements and deadlines.</p> <p>1.3 If appropriate work is allocated to relevant staff or contractors, it optimizes efficiency.</p>
2. Monitor and manage work	<p>2.1 People, resources and/or equipment are coordinated to the provide optimum results</p> <p>2.2 Staff, clients and/or contractors are communicated within a clear and regular manner, to monitor work in relation to business goals or timelines.</p> <p>2.3 Problem solving techniques are applied to the work situations to overcome difficulties and achieve positive outcomes.</p>
3. Develop effective work habits	<p>3.1 Work and personal priorities are identified and a balance is achieved between competing priorities using the appropriate time management strategies.</p> <p>3.2 Input from internal and external sources is sought and used to develop and refine new ideas and approaches.</p> <p>3.3 Business or inquiries is/are responded promptly and effectively.</p> <p>3.4 Information is presented in a format appropriate to the industry and audience.</p>
4. Interpret financial information	<p>4.1 Relevant documents and reports are identified.</p> <p>4.2 Documents and reports are read and understood in any implications discussed with the appropriate persons</p> <p>4.3 Data and numerical calculations is/are analyzed, checked, evaluated, organized and reconciled.</p>

	<p>4.4 Daily financial records and cash flow are maintained correctly in accordance with the legal and accounting requirements.</p> <p>4.5 Invoices and payments are prepared and distributed in a timely manner in accordance with the legal requirements.</p> <p>4.6 Outstanding accounts are collected or followed-up on.</p>
5. Evaluate work performance	<p>5.1 Opportunities for improvements are monitored according to the business demands.</p> <p>5.2 Work schedules are adjusted to incorporate the necessary modifications to the existing work routines or changing needs and requirements.</p> <p>5.3 Proposed changes are clearly communicated and recorded to aid in future planning and evaluation.</p> <p>5.4 Relevant codes of practice are used to guide an ethical approach to the workplace practices and decisions.</p>

Variable	Range
Resources may include:	<ul style="list-style-type: none"> • Staff • Money • Time • Equipment • Space
Business goals may include:	<ul style="list-style-type: none"> • Sales targets • Budgetary targets • Team and individual goals • Production targets • Reporting deadlines
Problem solving techniques may include:	<ul style="list-style-type: none"> • Gaining additional research and information to make better informed decisions • Looking for patterns • Considering related problems or those from the past and how they were handled • Eliminating possibilities • Identifying and attempting sub-tasks • Collaborating and asking for advice or help from additional sources
Time management strategies may include:	<ul style="list-style-type: none"> • Prioritizing and anticipating • Short term and long term planning and scheduling • Creating a positive and organized work environment • Clear timelines and goal setting that is regularly reviewed and adjusted as necessary • Breaking large tasks into smaller tasks • Getting additional support if identified and necessary

Internal and external sources may include:	<ul style="list-style-type: none"> • Staff and colleagues • Management, supervisors, advisors or head office • Relevant professionals such as lawyers, accountants, management consultants • professional associations
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Evidence Guide	
Critical Aspects of Competence	<p>A person must be able to demonstrate:</p> <ul style="list-style-type: none"> • Ability to identify daily work requirements and allocate work appropriately • Ability to interpret financial documents in accordance with legal requirements
Underpinning Knowledge and Attitudes	<p>Essential knowledge and attitudes include:</p> <ul style="list-style-type: none"> • Federal and Local Government legislative requirements affecting business operations, especially in regard to occupational health and safety (OH&S), equal employment opportunity (EEO), industrial relations and anti-discrimination • Technical or specialist skills relevant to the business operation • Relevant industry code of practice • Planning techniques to establish realistic timelines and priorities • Identification of relevant performance measures • Quality assurance principles and methods • Relevant marketing, management, sales and financial concepts • Methods for monitoring performance and implementing improvements • Structured approaches to problem solving, idea management and time management
Underpinning Skills	<p>Essential skills includes:</p> <ul style="list-style-type: none"> • Literacy skills to interpret legal requirements, company policies and procedures and immediate, day-to-day demands • Communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • Numeracy skills for performance information, setting targets and interpreting financial documents and reports • Technical and analytical skills to interpret business documents, reports and financial statements and projections • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Problem solving skills to develop contingency plans • Using computers and software packages to record and manage data and to produce reports • Evaluation skills for assessing work and outcomes • Observation skills for identifying appropriate people, resources and to monitor work

Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> • Access to relevant workplace documentation, financial records, and equipment
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training providers or employers) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competences relevant to the job function.</p>

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Establish Quality Standards
Unit Code	HLT CON4 15 0611
Unit Descriptor	This unit covers the knowledge, attitudes and skills required to monitor the quality of work; establish quality specifications for work outcomes; participate in maintaining and improving quality at work, identify hazards and critical control points in the production of quality output, assist in the planning of quality assurance procedures, report problems that affect quality and implement quality assurance procedures.

Elements	Performance Criteria
1. Establish quality specifications for the service	<p>1.1 Market specifications are sourced and legislated by the requirements identified.</p> <p>1.2 Quality specifications are developed and agreed upon.</p> <p>1.3 Quality specifications are documented and introduced to the organizational staff / personnel in accordance with the organizational policy.</p> <p>1.4 Quality specifications are updated when necessary.</p>
2. Identify hazards and critical control points	<p>2.1 Critical control points impacting on quality are identified.</p> <p>2.2 Degree of risk for each hazard is determined.</p> <p>2.3 Necessary documentation is accomplished in accordance with the organizational quality procedures.</p>
3. Assist in the planning of quality assurance procedures	<p>3.1 Procedures for each identified control point are developed to ensure optimum quality.</p> <p>3.2 Hazards and risks are minimized through the application of appropriate controls methods.</p> <p>3.3 Processes to monitor the effectiveness of quality assurance procedures are developed.</p>
4. Implement quality assurance procedures	<p>4.1 Responsibilities for carrying out procedures are allocated to the staff and contractors.</p> <p>4.2 Instructions are prepared in accordance with the enterprise's quality assurance program.</p> <p>4.3 Staff and contractors are given induction training on the quality assurance policy.</p> <p>4.4 Staff and contractors are given in-service training relevant to their allocated procedures.</p>

5. Monitor the quality of work outcomes	<p>5.1 Quality requirements are identified.</p> <p>5.2 Inputs are inspected to confirm the capability to meet quality requirements.</p> <p>5.3 Work is conducted to produce the required outcomes.</p> <p>5.4 Work processes are monitored to confirm quality of output and/or service.</p> <p>5.5 Processes are adjusted to maintain outputs within specification.</p>
6. Participate in maintaining and improving quality at work	<p>6.1 Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements.</p> <p>6.2 Non-conformance in inputs, process, product and/or service are identified and reported according to the workplace reporting requirements.</p> <p>6.3 Corrective action is taken within the level of responsibility, to maintain the quality standards.</p> <p>6.4 Quality issues are raised with the designated personnel.</p>
7. Report problems that affect quality	<p>7.1 Potential or existing quality problems are recognized.</p> <p>7.2 Instances of variation in quality from specifications or work instructions are identified.</p> <p>7.3 Variation and potential problems are reported to supervisor/manager according to the enterprise guidelines.</p>

Variable	Range
Sourced	<ul style="list-style-type: none"> • End-users • Customers or stakeholders
Legislated requirements	<ul style="list-style-type: none"> • Verification of service quality as part of consumer legislation or specific legislation related to service content or composition.
Safety procedures	<ul style="list-style-type: none"> • Use of tools and equipment for construction works • Workplace environment and handling of material safety, • Following occupational health and safety procedures designated for the task • Respect the policies, regulations, legislations, rule and procedures for construction works

Evidence Guide

Critical Aspect of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Monitored quality of work • Established quality specifications for service • Participated in maintaining and improving quality at work • Identified hazards and critical control points in the production of quality service • Assisted in planning of quality assurance procedures • Reported problems that affect quality • Implemented quality assurance procedures
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Monitoring quality of work • Establishing quality specifications for product • Participating in maintaining and improving quality at work • Identifying hazards and critical control points in the production of quality product • Assisting in planning of quality assurance procedures • Reporting problems that affect quality • Implementing quality assurance procedures
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • Monitoring quality of work • Establishing quality specifications for service • Participating in maintaining and improving quality at work • Identifying hazards and critical control points in the production of quality service • Assisting in planning of quality assurance procedures • Reporting problems that affect quality • Implementing quality assurance procedures
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped environment with necessary tools and equipment as well as consumable materials
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competences relevant to the job function.</p>

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Develop Individuals and Teams
Unit Code	HLT CON4 16 0611
Unit Descriptor	This unit covers the skills, knowledge and attitudes required to determine individual and team development needs, and facilitate the development of the workgroup.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 Learning and development needs are systematically identified and implemented in line with the organizational requirements.</p> <p>1.2 Learning plan to meet individual and group training developmental needs is collaboratively developed and implemented.</p> <p>1.3 Individuals are encouraged to self evaluate performance and identify areas for improvement.</p> <p>1.4 Feedback on performance of team members is collected from relevant sources and compared with the established team learning process.</p>
2. Foster individual and organizational growth	<p>2.1 Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competence standards.</p> <p>2.2 Learning delivery methods are done appropriate to the learning goals, the learning style of participants and availability of equipment and resources.</p> <p>2.3 Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies.</p> <p>2.4 Resources and timelines required for learning activities are identified and approved in accordance with the organizational requirements.</p>
3. Monitor and evaluate workplace learning	<p>3.1 Feedback from individuals or teams is used to identify and implement improvements in the future learning arrangements.</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support</p> <p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</p> <p>3.4 Records and reports of competence are maintained within organizational requirement.</p>
4. Develop team commitment and cooperation	<p>4.1 Open communication processes to obtain and share information are used by team.</p> <p>4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities.</p>

	4.3 Mutual concern and camaraderie are developed in the team.
5. Facilitate the accomplishment of organizational goals	<p>5.1 Team members are actively participated in team activities and communication processes.</p> <p>5.2 Individual and joint responsibility for their actions is developed by teams' members.</p> <p>5.3 Collaborative efforts are sustained to attain the organizational goals.</p>

Variable	Range
Learning and development needs	<ul style="list-style-type: none"> • Coaching, monitoring and/or supervision • Formal/informal learning program • Internal/external training provision • Work experience/exchange/opportunities • Personal study and Career planning/development • Performance evaluation • Workplace skills assessment • Recognition of prior learning
Organizational requirements	<ul style="list-style-type: none"> • Quality assurance and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organizational policy/guidelines and requirements • Safety policies, procedures and programs • Confidentiality and security requirements • Business and performance plans • Ethical standards • Quality and continuous improvement processes and standards
Feedback on performance	<ul style="list-style-type: none"> • Formal/informal performance evaluation • Obtaining feedback from supervisors and colleagues • Obtaining feedback from clients • Personal and reflective behavior strategies • Routine and organizational methods for monitoring service delivery
Learning delivery methods	<ul style="list-style-type: none"> • On the job coaching or monitoring • Problem solving • Presentation/demonstration • Formal course participation • Work experience • Involvement in professional networks • Conference and seminar attendance

Evidence Guide			
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Identified and implemented learning opportunities for others • Gave and received feedback constructively • Facilitated participation of individuals in the work of the team • Negotiated learning plans to improve the effectiveness of learning • Prepared learning plans to match skill needs • Accessed and designated learning opportunities 		
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Underpinning Knowledge and Attitude	<p>Demonstrate knowledge and attitude on:</p> <ul style="list-style-type: none"> • Coaching and monitoring principles • Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective • Understanding how to facilitate team development and improvement • Understanding methods and techniques to obtain and interpreting feedback • Understanding methods for identifying and prioritizing personal development opportunities and options • Knowledge of career paths and competence standards in the industry
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> • Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management • Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management • Planning skills to organize required resources and equipment to meet learning needs • Coaching and mentoring skills to provide support to colleagues • Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • Facilitation skills to conduct small group training sessions • Ability to relate to people from a range of social, cultural, physical and mental backgrounds
Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competences relevant to the job function.

Occupational Standard: Comprehensive Nursing Level IV	
Unit Title	Manage Continuous Improvement System
Unit Code	HLT CON4 17 1012
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

Elements	Performance Criteria
1. Review programs, systems and processes	1.1 Establish strategies to monitor and evaluate performance of key systems and processes 1.2 Undertake detailed analyses of supply chains, operational and product/service delivery systems 1.3 Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness 1.4 Analyze performance reports and variance from plans for all key result areas of the organization 1.5 Identify and analyze changing trends and opportunities relevant to the organization 1.6 Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities
2. Develop options for continuous improvement	2.1 Brief groups on performance improvement strategies and innovation as an essential element of competition 2.2 Foster creative climate and organizational learning through the promotion of interaction within and between work groups 2.3 Encourage, test and recognize new ideas and entrepreneurial behavior where successful 2.4 Accept failure of an idea during trialing, and recognize, celebrate and embed success into systems 2.5 Undertake risk management and cost benefit analyses for each option/idea approved for trial 2.6 Approve innovations through agreed organizational processes
3. Implement innovative processes	3.1 Promote continuous improvement as an essential part of doing business 3.2 Address impact of change and consequences for people, and implement transition plans

	<p>3.3 Ensure objectives, timeframes, measures and communication plans are in place to manage implementation</p> <p>3.4 Implement contingency plans in the event of non-performance</p> <p>3.5 Follow-up failure by prompt investigation and analysis of causes</p> <p>3.6 Manage emerging challenges and opportunities effectively</p> <p>3.7 Evaluate continuous improvement systems and processes regularly</p> <p>3.8 Communicate costs and benefits of innovations and improvements to all relevant groups and individuals</p>
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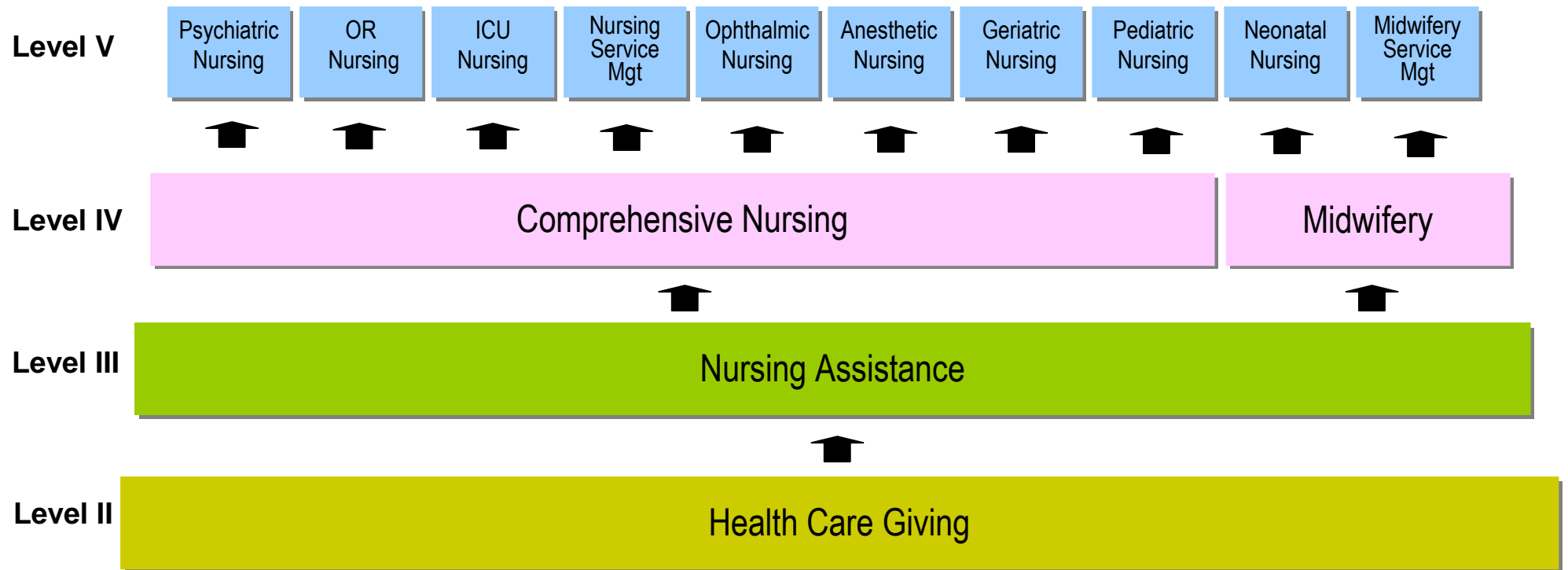
Variable	Range
Sustainability may include:	<ul style="list-style-type: none"> • addressing environmental and resource sustainability initiatives, such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • complying with regulations and corporate social responsibility considerations for sustainability to enhance the organisation's standing in business and community environments • determining organisation's most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • implementing ecological footprint • implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses • implementing government initiatives, • improving resource and energy efficiency • initiating and maintaining appropriate organisational procedures for operational energy consumption • introducing a green office program - a cultural change program • introducing green purchasing • introducing national and international reporting initiatives, • introducing product stewardship • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting

	<ul style="list-style-type: none"> • supporting sustainable supply chain.
Supply chains include:	<ul style="list-style-type: none"> • network of facilities that procures raw materials, transforms them into intermediate products or services and then finished goods or service, and delivers them through a distribution system • procurement, production and distribution, viewed as interlinked not as discrete elements
Performance reports may include:	<ul style="list-style-type: none"> • budget or cost variance • customer service • environmental • financial • OHS • quality • other operating parameters

Evidence Guide	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstration of consultation processes to introduce or evaluate an existing continuous improvement process or system, including suggested actions or an action plan • generation of an idea or concept which exhibits creative thinking and which offers the possibility of advantaging the organization • how the concept or idea was introduced, tested and evaluated - the idea or concept does not have to have been shown to work or to be adopted by the business • knowledge of quality management and continuous improvement theories
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • quality management and continuous improvement theories • creativity/innovation theories/concepts • risk management • cost-benefit analysis methods • creativity and innovation theories and concepts • organizational learning principles • quality management and continuous improvement theories • risk management • sustainability practices
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • analytical skills to identify improvement opportunities in relation to • the services/products delivered or concepts/ideas developed • flexibility and creativity skills to think laterally • leadership skills to foster a commitment to quality and an

	<p>openness to innovation</p> <ul style="list-style-type: none"> • teamwork and leadership skills to foster a commitment to quality and an openness to innovation
Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • appropriate documentation and resources normally used in the workplace
Methods of Assessment	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of principles and techniques associated with change management • evaluation of strategies established to monitor and evaluate performance of key systems and processes • review of briefing of groups on performance improvement strategies and innovation <p>Those aspects of competence dealing with improvement processes could be assessed by the use of suitable simulations and/or a pilot plant and/or a range of case studies and scenarios.</p> <p>In all cases, practical assessment should be supported by questions to assess essential knowledge and those aspects of competence which are difficult to assess directly.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated workplace setting / environment.</p>

Sector: Health
Sub-Sector: Nursing Care



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This occupational standard was developed on June 2011 at Addis Ababa, Ethiopia.

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