

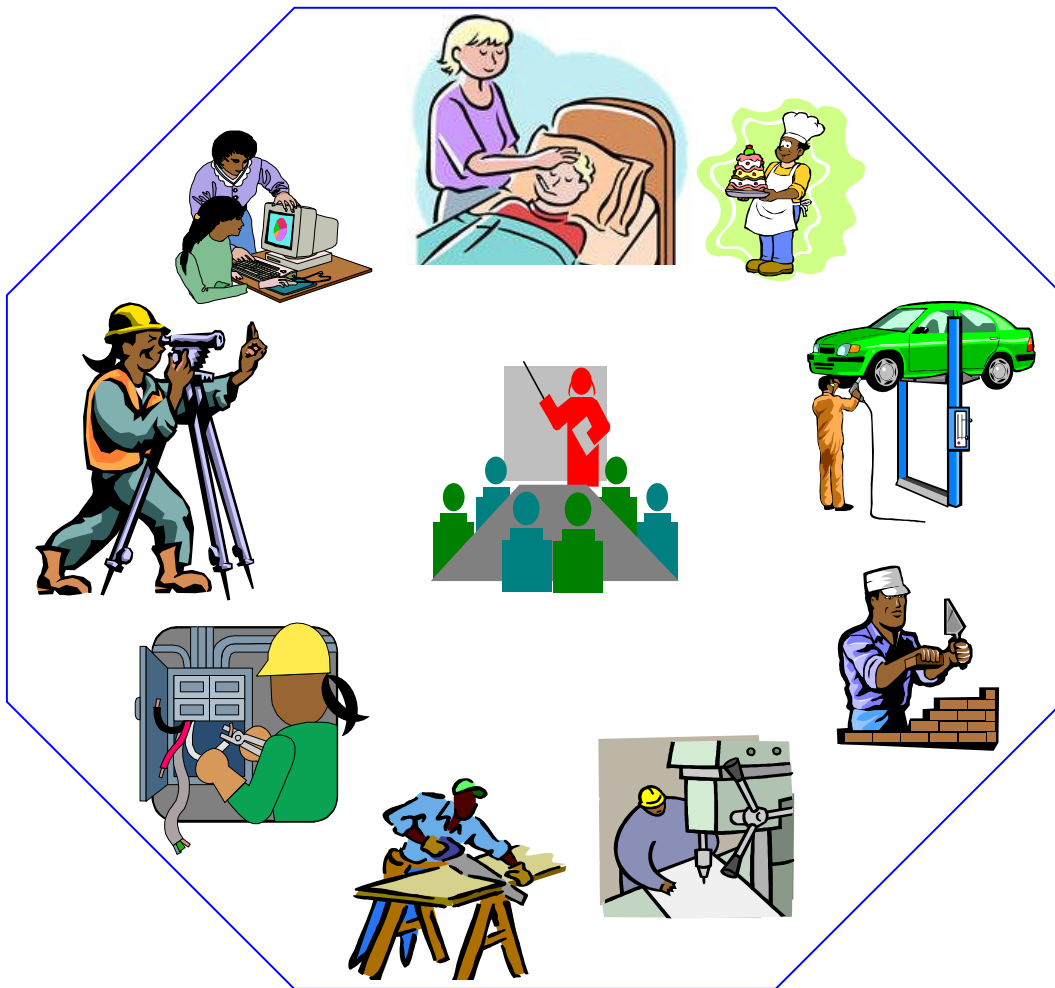
Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

HEALTH CARE GIVING



NTQF Level II



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 Title: Health Care Giving		
Occupational Code: HLT HCG		
NTQF Level II		
HLT HCG2 01 0611 Work Effectively in the Health Industry	HLT HCG2 02 0611 Comply with Infection Control Policies and Procedures	HLT HCG2 03 0611 Follow the Organization's OHS Policies
HLT HCG2 04 0611 Handle Waste in a Health Care Environment	HLT HCG2 05 0611 Perform General Cleaning Tasks in a Clinical Setting HLT	HLT HCG2 06 0611 Prepare and Maintain Beds
HLT HCG2 07 0611 Collect and Manage Linen Stock at User-Locations	HLT HCG2 08 0611 Undertake Routine Inventory Maintenance	HLT HCG2 09 0611 Follow Safe Manual Handling Practice HLT
HLT HCG2 10 0611 Respond Effectively to Difficult or Challenging Behavior	HLT HCG2 11 0611 Transport Clients/ Patients	HLT HCG2 12 0611 Assist with Client/ Patient movement
HLT HCG2 13 0611 Provide Care and Support special needs.	HLT HCG2 14 0611 Provide Basic First Aid	HLT HCG2 15 0611 Demonstrate Work Values
HLT HCG2 16 0611 Participate in workplace communications	HLT HCG2 17 0611 Work In Team Environment	HLT HCG2 18 1012 Apply Continuous Improvement Processes (Kaizen)

Occupational Standard: Health Care Giving Level II	
Unit Title	Work Effectively in the Health Industry
Unit Code	HLT HCG2 01 0611
Unit Descriptor	This unit covers the introductory skills and knowledge required to work effectively in a healthcare setting with patients, clients, staff, visitors, suppliers and others to meet the established work requirements. Work will be within a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes.

Elements	Performance Criteria
1. Work ethically	<p>1.1 Relevant organizational procedures, policies standards and legislation are located and read, and uncertainties are clarified with appropriate personnel.</p> <p>1.2 Any breach or non adherence to standard procedures is referred to the appropriate personnel.</p> <p>1.3 Confidentiality of any client or patient matter is maintained in accordance with the organizational policy and procedure.</p> <p>1.4 Work practices show respect for rights and responsibilities of others.</p> <p>1.5 All work undertaken reflects current working knowledge, understanding of employee and employer rights and responsibilities.</p> <p>1.6 Individuals and cultural differences are recognized and adjustments made as necessary to assist the achievement of work requirements.</p> <p>1.7 All work undertaken reflects understanding and compliance with the principles of duty of care, legal responsibilities and organizational goals and objectives.</p>
2. Demonstrate the importance of hygiene and infection control in the health industry	<p>2.1 Personal hygiene and dress standard is maintained according to the organizational infection control requirements.</p> <p>2.2 Personal protective equipment is worn correctly according to the organizational requirements.</p> <p>2.3 Infections and/or hazardous waste material are safely disposed of according to the waste management policy and procedures.</p> <p>2.4 Reporting is undertaken or action initiated, within own responsibility, to redress any potential workplace hazards.</p>

3. Participate in quality improvement activities	<p>3.1 Relevant quality activities are participated to support improved work practices and compliance with accreditation standards.</p> <p>3.2 Changes to work practices and procedures are responded to positively in accordance with organizational requirements.</p>
4. Take responsibility for personal skill and knowledge development.	<p>4.1 Advice is obtained from appropriate persons on future work/career directions.</p> <p>4.2 Options for accessing relevant skill development opportunities are identified and acted upon in consultation with manager.</p> <p>4.3 Designated skill/knowledge development and maintenance activities of the organization are undertaken including induction training.</p> <p>4.4 Personal work goals are identified and prioritized in accordance with the organizational requirements.</p>
5. Communicate effectively with colleagues and clients	<p>5.1 Individual differences are respected with workplace protocols and communication procedures.</p> <p>5.2 Individual differences are demonstrated with communication conducted to clients and colleagues.</p> <p>5.3 Interpersonal communication with clients and colleagues is consisted with the organization's standards.</p> <p>5.4 Appropriate measures are taken to resolve conflict and individual differences in a way which reflects positively on the organization.</p> <p>5.5 Personal communication styles are reviewed and revised in an ongoing way to ensure they continue to match the organizational standards.</p>

Variables	Range
Organizational procedures, policies, awards, standards and legislation may include:	<ul style="list-style-type: none"> • Home and Community Care Standards • National Health and Medical Research Council (NHMRC) guidelines for infection control in health care settings • Federal and State Legislation • Quality Management Policy and Practice • Accreditation and Service Provision Standards of other relevant industry organizations • Relevant Health Regulations and Guidelines, Policies and Procedures, including Child Protection
Organizational policy on	<ul style="list-style-type: none"> • Storage of records • Destruction of records

confidentiality may relate to:	<ul style="list-style-type: none"> • Access of records • Release of information
Type of work should consider:	<ul style="list-style-type: none"> • Level of responsibility • Organizational guidelines • Individuals awards and benchmarks • Legislation relevant to work area • Accreditation standards
Employee rights and responsibilities may relate to:	<ul style="list-style-type: none"> • Duty of care responsibilities • Leave entitlements • Attendance requirements • Obeying lawful orders • Confidentiality and privacy of organizational, patient and colleague information • Adherence to OHS • Protection from discrimination and sexual harassment in the workplace • Enterprise workplace agreements • Relevant State and Territory employment legislation i.e. wage rates, employment conditions
Personal protective equipment (PPE) may include but not limited :	<ul style="list-style-type: none"> • Gowns • Sterile and non sterile gloves including heavy duty • Eyewear • Plastic aprons • Overalls • Enclosed footwear • Masks
Quality activities may include:	<ul style="list-style-type: none"> • Reporting and implementing suggested improvements • Seeking and utilizing customer feedback • Monitoring tasks • Responding to surveys and questionnaires • Assessing/observing/measuring environmental factors • Checking equipment
Designated knowledge/skill development may include:	<ul style="list-style-type: none"> • Hazard control • OHS • Manual handling • First Aid • Cultural awareness • Infection control • Cardiopulmonary resuscitation emergency response and notification protocols • Fire emergency response procedures for notification and containment of fire, use of firefighting equipment and fire safety procedures • Security procedures • Quality improvement policy and practice

	<ul style="list-style-type: none"> • Formal and informal resolution of grievances • Waste management • Customer service • Communication, conflict resolution • Others
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Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires that the candidate provide evidence of:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the ramifications of breaches of confidentiality, policies and legislation • Demonstrate knowledge of ramifications of infections control breaches • Identification and reporting of workplace hazards and poisons as applied to broad OHS area • Fire safety and emergency response procedures • Identification of own responsibilities within the workplace • Compliance with organizational procedures, policies, awards, standards and legislation relevant to a worker operating under supervision within the health industry • Problems reported according to organizational policy and procedures
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Knowledge of relevant legislation including those relating to OHS • Role and function of the organization, and relevance to specific work role • Fire safety procedures • Emergency response procedures • Security procedures • Purpose of accreditation process and quality improvement practice • Knowledge of relevant organizational procedures, policies, awards, standards and legislation and how to access them • Knowledge of one's terms and conditions of Employment • Maintaining confidentiality • Ethical and legal implications of work
Underpinning Skills	<p>Demonstrate skills includes:</p> <ul style="list-style-type: none"> • Functional literacy skills needed for written and oral information about workplace requirements • Communication skills to seek clarification of tasks and to interpret and follow instructions • Operate fire fighting equipment • Ability to follow correct hygiene/infection control procedures

	<ul style="list-style-type: none"> • Problem solving skills to constructively achieve planned outcomes
Resource Implications	<p>Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:</p> <ul style="list-style-type: none"> • Relevant policies and procedures manuals, legislation and standards • Organization's mission statement, strategic and work plan • Other documentation relevant to the work context such as: <ul style="list-style-type: none"> ➢ Organizational charts ➢ Instructions for the use of equipment ➢ Specific instructions for staff ➢ Emergency response procedures ➢ Fire safety policies and procedures ➢ Security procedures ➢ Relevant human resource management policies and procedures ➢ Relevant accreditation standards ➢ Quality improvement policies ➢ Customer service standards and policy ➢ Waste management policies and procedures ➢ Conducive work environment ➢ Approved assessment tools ➢ Certified assessor /Assessor's panel
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	<ul style="list-style-type: none"> • This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions. • To establish consistency assessment should be conducted on more than one occasion to cover a variety of circumstances. • A diversity of assessment tasks is essential for holistic assessment.

Occupational Standard: Health Care Giving Level II	
Unit Title	Comply with Infection Control Policies and Procedures
Unit Code	HLT HCG2 02 0611
Unit Descriptor	This unit describes the skills and knowledge required of workers to understand and comply with infection control guidelines. Policies and procedures may be organizational, industry -based and/or legislated. The unit applies to a wide range of workers in health industry settings reflecting the importance of controlling infection risks and self-protection.

Elements	Performance Criteria
1. Collect, handle, store and manage clinical and other waste	<p>1.1 Appropriate personal protective equipment is worn and/or used, according to the safety guidelines and procedures when handling waste.</p> <p>1.2 Waste is segregated, contained, stored and transported according to the organizational policy and procedures.</p> <p>1.3 Waste is disposed of safely according to the established organizational and legislative requirements.</p> <p>1.4 clinical and other waste are collected, handled, stored and managed in accordance with the organizational guidelines and waste management plans</p>
2. Clean , disinfect and sterilize equipment and surfaces	<p>2.1 Appropriate cleaning products, disinfectants and sterilizing equipments are selected, prepared and used to clean, disinfect and sterilize equipments in accordance with the infection control guidelines and scheduled routines.</p> <p>2.2 Standard precautions are practiced, including the use of personal protective clothing and equipment.</p> <p>2.3 Organizational infection control policy and procedures are followed.</p> <p>2.4 Equipment is correctly stored in accordance with organizational procedures.</p>
3. Maintain hygiene	<p>3.1 Standard and additional infection control procedures are used when required.</p> <p>3.2 Cleanliness of work clothes is maintained.</p> <p>3.3 Personal hygiene is maintained.</p> <p>3.4 Open-skin areas on self are covered with an occlusive dressing.</p> <p>3.5 Hand washing procedures are correctly followed</p>

	<p>according to the organization's infection control policy and procedures.</p> <p>3.6 Appropriate protective clothing is checked prior to use and worn correctly.</p>
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Variables	Range
Waste may include:	<ul style="list-style-type: none"> • Clinical and related wastes • Cytotoxic waste • Sharps • Radioactive waste • General waste • Food wastes • Human or animal tissue • Hazardous substance
Disposal requirements may be:	<ul style="list-style-type: none"> • Determined by government, including local government requirements • Determined by organizational policy • Landfill • Flushing into sewerage system • Incineration • Licensed microwave disinfection
Waste may be transported or contained in:	<ul style="list-style-type: none"> • Lockable bins • Special containers • Trolley • Bags • Suitable vehicle
Cleaning products and equipment may include:	<ul style="list-style-type: none"> • Buckets • Mops and brushes • Mechanical cleaning equipment • Different disinfectant solutions (berchina,dettol,detergents)
Protective clothing may include:	<ul style="list-style-type: none"> • Eye glass • Mask • Gloves • Impermeable gowns • Hair protection or covering • Overshoes or safety footwear • Aprons
Infection risks may include:	<ul style="list-style-type: none"> • Sharps • Human waste and human tissue • Body fluids • Personal contact with infectious patients • Stagnant water • Stock including food which has passed 'used-by' dates • Animals, insects and vermin

	<ul style="list-style-type: none"> • Incorrect concentration of disinfectants and • Chemicals
Responses to infection risks may include:	<ul style="list-style-type: none"> • Incident reporting • Cleaning • Removal of waste or spillage • Following standard and additional precautions • Containment or elimination of the risk • Using personal protective clothing and/or equipment • Following specified organizational procedures • Seeking advice from or reporting to an appropriate person
Infection control policy and practice resources may include:	<ul style="list-style-type: none"> • Organization's infection control policy and procedure manual • Standard and additional precautions • Codes of practice • Relevant Ethiopian MOH standards • National health and medical research council guidelines • Local government ordinances • Material safety data sheets for chemical use • Food safety plan

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"> • Compliance with organization's infection control policy as it relates to specific work roles • Safe waste handling and management procedures • Application of personal hygiene and environmental practices
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Organization's infection control policy as it relates to specific work role • Basic microbiology • How infection is spread • Understanding of infection risks in a health environment, and specifically in own workplace • Organization's waste management policy and procedures • Understanding applicable OHS policy and practice in relation to infection risks, hygiene, waste management and cleaning • Awareness of relevant material safety data sheets
Underpinning Skills	<p>Demonstrate skills include:</p> <ul style="list-style-type: none"> • Applying standard and additional precautions • Using technology to work safely and competently • Following correct hygiene procedures • Selecting and using equipment and disinfectants

	<p>effectively</p> <ul style="list-style-type: none"> • Following correct hand washing techniques • Correctly using personal protective clothing and equipment • Following procedures appropriate to the cleaning area and purpose • Minimizing disruption to the work environment • Minimizing infection risks and hazards for self and others • Communicating constructively to achieve planned outcomes in relation to infection risks, waste management and hygiene issues • Using appropriate chemicals for cleaning and disinfection
Resource Implications	<p>Competency in this unit should be assessed using all the relevant resources commonly provided in the health Service setting. Specific tools may include:</p> <ul style="list-style-type: none"> • Relevant policies and procedures manuals, and infection control policy and practice resource documents • Waste management policies • Incident reporting procedures • Information on the common infection risks in the workplace and procedures for responding and controlling such infection risks • Instructions for the use of personal and protective clothing and equipment • Specific instructions for staff concerning hygiene practices • Relevant procedures for use of cleaning chemicals and cleaning equipment • Food safety plan
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	<ul style="list-style-type: none"> • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of work conditions. • Assessment may be conducted on more than one occasion to cover a variety of circumstances.

Occupational Standard: Health Care Giving Level II	
Unit Title	Follow the Organization's Occupational Health and Safety Policies
Unit Code	HLT HCG2 03 0611
Unit Descriptor	This unit covers general OHS requirements according to legislation and codes of practice, including duties and responsibilities for all parties under the general duty of care. Work will usually be performed within a prescribed range of functions involving known routines and procedures.

Elements	Performance Criteria
1. Follow organizational procedures for hazard identification and risk control	<p>1.1 Hazards in the work are recognized and reported to supervisor according to the workplace procedures.</p> <p>1.2 Organizational procedures and work instructions for assessing and controlling risks are followed accurately.</p> <p>1.3 Organizational procedures for dealing with accidents, fires and other emergencies are followed as required within the scope of responsibilities and competencies.</p>
2. Contribute to OHS in the workplace	<p>2.1 Occupational Health and Safety (OHS) issues are raised with designated personnel and co-workers in accordance with the organizational procedures.</p> <p>2.2 Contributions are made to participative arrangements for OHS management in the workplace in accordance with the organizational procedures and within scope of responsibilities and competencies.</p>
3. Utilize and implement strategies as directed to prevent infection in the workplace	<p>3.1 Work environment is kept clean, tidy and personal hygiene practices are followed in accordance with the organizational procedures.</p> <p>3.2 Items which may be contaminated are disposed of according to the organizational procedures and infection control guidelines.</p> <p>3.3 Universal precautions are followed.</p> <p>3.4 Infection control guide lines are followed(MOH)</p>
4. Utilize strategies to prevent work overload	<p>4.1 Work role is confirmed and nominated rest time and breaks followed.</p> <p>4.2 Sources of stress are identified, issues raised and discussed with supervisor.</p>
5. Work in a safe manner	<p>5.1 Work is carried out in accordance with the defined procedures and in a manner which ensures personal safety and the safety of others.</p>

	<p>5.2 Organizational safe work practices are followed.</p> <p>5.3 Regular reports are submitted in accordance with the organizational procedures.</p>
6. Utilize and implement strategies to prevent manual handling injuries	<p>6.1 Comply with and contribute to the manual handling risk management system in the workplace.</p> <p>6.2 Appropriate manual handling techniques and equipment are used to meet customer needs.</p> <p>6.3 Organizational procedures for reporting symptoms and injuries to self and/or others are followed.</p> <p>6.4 Organizational procedures for reporting maintenance and difficulties with task are followed.</p>

Variables	Range
Hazards include:	<ul style="list-style-type: none"> • Workplace workloads • Un safe manual handling • Unsafe patient handling • Toxic or hazardous substances/radiation • Body fluids and human tissue • Infections • Fire • Clinical waste • 'Sharps' • Drug and alcohol use • Personal threat by patients, visitors and other staff (these include threats to safety due to drug and alcohol use of patients, visitors and other staff) • Aggressive behavior of patients caused by mental health of patient or drug and alcohol use • Gases(oxygen cylinder)
Workplace procedures may include:	<ul style="list-style-type: none"> • Grievance procedures • Appropriate induction of staff including the reporting of drug and alcohol use, child protection and mental health issues • Team meetings • Debriefing procedures following crisis • Management of performance levels • Employee assistance with problems and introducing them to services available in the community including programs relating to drug and alcohol use
Relevant organizational procedures will include:	<ul style="list-style-type: none"> • Hazard identification policies and procedures • Emergency, fire and accident procedures • Infection control guidelines • Procedures for the use of personnel clothing and

	<p>equipment</p> <ul style="list-style-type: none"> • Hazard identification and issue resolution procedures • Job procedures and work instructions • Waste management • Security procedures
Designated personnel may be:	<ul style="list-style-type: none"> • Nominated personnel • OHS nominee
Participative arrangements may include:	<ul style="list-style-type: none"> • Formal and informal health and safety meetings • Health and safety committees • Other committees, e.g. consultative planning and purchasing • Meetings called by health and safety representatives • Suggestions, requests, reports and concerns put forward to management
Work instructions may be:	<ul style="list-style-type: none"> • Given verbally • Written • In English • In a community language • Provided visually e.g. on video or instructions Sheets
Organizational procedures for controlling risks include:	<ul style="list-style-type: none"> • Manual handling techniques • Strategies for reducing the amount of manual handling required • Strategies for reducing staff stress • Recognition of a hostile situation – how to deal with patients/visitors/staff who threaten.
Items which may be contaminated may include:	<ul style="list-style-type: none"> • Syringes and other ‘sharps’ • Clothing • Food • Human tissue • Clinical waste • Soiled linen
Rest time and breaks may include:	<ul style="list-style-type: none"> • Morning tea, lunch, dinner breaks • Leave entitlements
Working in a manner which ensures personal safety may include:	<ul style="list-style-type: none"> • Carrying communication equipment especially if working alone in a remote area • Wearing protective clothing • Carrying alarms including duress alarms in situation for ‘isolated’ or staff working out of hours • Knowledge of procedures e.g. code: black for aggressive behavior and police are called
Organizational security measures may include:	<ul style="list-style-type: none"> • Locking doors • ID badges • Reporting any unauthorized personnel visiting after hours • Testing door alarms, pagers etc

Organizational safe work practices	<p>may include procedures for:</p> <ul style="list-style-type: none"> • Major risks • Security • Manual handling
Reports identifying workplace hazards may be verbal or written and may include:	<ul style="list-style-type: none"> • Memos • Specially designed report forms • Phone messages • Notes • Reporting face to face

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"> • Ability to work safely, and follow the organization's OHS policies and procedures • Comply with the organization's infection control guidelines • Ability to identify, report and manage personal and work related stressors
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Significant hazards in the workplace both indoors and outdoors • Location and use of safety equipment such as fire extinguishers and emergency units and alarms • Workplace procedures that apply to fire, accidents and emergency situations • Potential hazards in the workplace and the risks/potential risks of certain behaviors, layouts/features (behaviors include those of clients) • Impact of drug and alcohol use on safety in the workplace • Universal precautions and infection hazards • Legislative requirements and best practice approaches to OHS • Rights and obligations of employees and employers regarding OHS • Reporting mechanisms required for workplace injury and compensation claims
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> • Lifting, lowering and transfer techniques of manual handling • Implementation of practices to prevent or minimize risk • Application of safe handling practices and other safety procedures • Correct use of equipment according to manufacturers' specifications

	<ul style="list-style-type: none"> • Recognition and reporting of workplace hazards including drug and alcohol use and mental health issues • Reading and writing skills - literacy competence required to fulfill job roles in a safe manner and as specified by organization/service. <p>The level of skill may range from:</p> <ul style="list-style-type: none"> • The ability to understand symbols used in OHS signs, • Reading workplace safety pamphlets or procedure manuals, • Reading labels and handling chemicals such as cleaning fluids. <p>Literacy support available in the workplace may range from:</p> <ul style="list-style-type: none"> • Having access to support or assistance from expert/mentor/ supervisor, • Having no communication supports available <p>Literacy may be required in English or a community language depending on the language used in workplace manuals.</p> <p>Oral communication skills - language competence required to fulfill job roles in a safe manner and as specified by the organization/service.</p> <p>Assessors should look for:</p> <ul style="list-style-type: none"> • Skills in asking questions, • Providing clear information, • Listening to and understanding workplace instructions • Clarifying workplace instructions when necessary. <p>Service/organization may require competence in English or community language, depending on client group.</p>
Resource Implications	<p>Resource requirements include access to:</p> <ul style="list-style-type: none"> • Workplace health and safety policies and procedures (including those relating to use of drugs and alcohol in the workplace) • Infection control procedures • Other organizational policies and procedures • Duties statements and/or job descriptions • Manual handling of equipment • OHS guide line(MOH)
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	<ul style="list-style-type: none"> • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of work conditions. • Assessment may be conducted on more than one occasion to cover a variety of circumstances.

Occupational Standard: Health Care Giving Level II	
Unit Title	Handle Waste in Health Care Environment
Unit Code	HLT HCG2 04 0611
Unit Descriptor	This unit is concerned with the worker skill and knowledge required to handle waste in a safe manner within the health care environment.

Elements	Performance Criteria
1. Determine job requirements	<p>1.1 Work sheets are reviewed to determine waste handling requirements.</p> <p>1.2 Appropriate equipment required for waste handling tasks is selected and obtained to maximize work effectiveness and efficiency.</p> <p>1.3 Work areas are organized and set up to ensure safe, effective and efficient handling of waste in accordance with the workplace requirements and relevant legislation.</p> <p>1.4 Potential risks and hazards to work are identified and managed according to the job requirements, in accordance with the workplace requirements, Occupational Health Safety, Infection control and other relevant legislation.</p> <p>1.5 Workplace procedures are followed for reporting risks identified.</p> <p>1.6 Emergency and personal protective equipment are selected and fitted in accordance with the job requirements, manufacturers' specifications, workplace requirements and relevant legislation.</p>
2. Identifies and segregates waste	<p>2.1 Hazardous, dangerous and non-conforming waste is clearly identified and handled in accordance with the workplace policies and procedures as well as relevant legislation.</p> <p>2.2 All waste is accurately identified, labeled and segregated according to the waste types in accordance with the workplace policies and procedures and relevant legislation.</p> <p>2.3 All sorted waste is carefully placed into correct waste category containers to prevent litter in work areas and avoid cross contamination.</p> <p>2.4 Waste containers are frequently monitored to ensure adequate available containers and to secure</p>

	<p>containment of waste.</p> <p>2.5 Full waste containers are emptied or replaced promptly to minimize disruption to the workplace, in accordance with the policies, procedures and job requirements.</p> <p>2.6 Segregated waste is clearly labeled in accordance with the job requirements, workplace policies and procedures and relevant legislation.</p>
3. Transport and stores waste appropriately	<p>3.1 Appropriate transport equipment is selected for waste transport activities to maximize work effectiveness and efficiency in accordance with the workplace policies and procedures and relevant legislation.</p> <p>3.2 All transport equipment is color coded and labeled in accordance with the workplace requirements and relevant legislation.</p> <p>3.3 Ensures that transport loads are secured and not overloaded according to the workplace requirement and relevant legislation.</p> <p>3.4 Waste collection round are performed as often as required to minimize waste overflow hazards.</p> <p>3.5 Storage areas are enclosed and secured in accordance with the workplace requirements and relevant legislation.</p> <p>3.6 Ensures that waste types are stored in accordance with the relevant legislation and workplace requirements.</p>
4. Conduct quality control activities	<p>4.1 Waste is inspected and checked to ensure that it is placed in the correct waste receptacle.</p> <p>4.2 Storage areas are inspected and checked that they are secured in accordance with the workplace requirements and relevant legislation.</p> <p>4.3 All details of quality control activities are documented accurately and promptly in accordance with the workplace requirements and relevant legislation.</p>
5. Cleans up work areas	<p>5.1 Waste from cleaning activities is disposed in accordance with the workplace requirements, council requirements and relevant legislation.</p>

Variables	Range
Work instructions may be:	<ul style="list-style-type: none"> • Given verbally • Written • In English • In community language

	<ul style="list-style-type: none"> • Provided visually on video, instructions sheets
Equipment includes, but is not limited to:	<ul style="list-style-type: none"> • Barriers and warning signs • Spill kits • Mobile garbage bins and trolleys • Safety box • Appropriate waste containers
Potential risks and hazards include, but are not limited to:	<ul style="list-style-type: none"> • Risks and hazards that could lead to injury or illness of employees, contractors, visitors or the public • Damage to plant • Vehicles or property • Harm the environment • Manual handling • Contamination • Compaction equipment • Gases and fumes • Hazardous waste e.g. sharps
Emergency and personal protective equipment may include:	<ul style="list-style-type: none"> • Gloves • Overalls and protective clothing • Eye protection • Appropriate footwear • Fire extinguisher • First aid Kit • Spill Kit • Emergency Procedures Guide • Material Safety Data Sheet information • Breathing apparatus • Face shield or mask • Hearing protection
Health Care sites includes:	<ul style="list-style-type: none"> • Hospitals • Health center • Nursing homes • Clinics • Community settings • Home settings
Workplace procedures may include:	<ul style="list-style-type: none"> • Cleaning procedures • Quality activities • Team meetings • Incident notification • Work performance requirements • Infection control practices
Waste categories include:	<ul style="list-style-type: none"> • Clinical waste • Body fluids, blood, suctioned fluids, excretions, lost body part(amputated) • Sharps • Cytotoxic waste

	<ul style="list-style-type: none"> • Pharmaceutical waste • Chemical waste • Radioactive waste • Organic products • Liquid waste • General waste • Residential wastes • Animal wastes
Waste characteristics include:	<ul style="list-style-type: none"> • Waste streams • Waste types • Waste generation • Disposal methods • Recycling • Reuse • Contamination
Supervisor may be:	<ul style="list-style-type: none"> • Nominated personnel • Occupational health and safety nominee
Cleaning could include:	<ul style="list-style-type: none"> • Shovelling • Sweeping out • Vacuuming • Use of decontamination products • Water hosing • Cleaning products/fluids

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of evidence to be considered:</p> <ul style="list-style-type: none"> • Appropriate interpretation of job requirements • Organization of work areas and waste containers • Selection of appropriate emergency and personal protective equipment • Proper waste handling in the health care environment • Identification of potential risks, hazards to waste handling and waste non-conformances
Underpinning Knowledge and Attitude	<p>Critical underpinning knowledge includes:</p> <ul style="list-style-type: none"> • Waste types, streams and characteristics • Site waste management processes • Workplace waste management plans • Waste contaminants • Waste non conformance procedures • Potential risks and hazards to waste sorting and containment • Sorting and transporting techniques • Containment methods • Emergency response procedures • Workplace requirements

	<ul style="list-style-type: none"> • Occupational health and safety requirements • Duty of care in provision of waste handling activities • Relevant industry standards • Relevant legislation • Relevant environmental regulations • Infection control guidelines
Underpinning Skills	<p>Critical underpinning skills includes:</p> <ul style="list-style-type: none"> • Communication including: <ul style="list-style-type: none"> ➢ Interpersonal; ➢ Listening; ➢ Questioning; ➢ Following instructions; ➢ Clear labeling; ➢ Giving information • Identification of waste streams/types/characteristics • Reading and interpreting work requirements • Organizing equipment availability • Equipment operation • Materials handling skills • Identification of waste types • Identify and handle waste non conformances • Packaging and containment of waste • Methodical organization of work • Safe and efficient work practices • Use emergency and personal protective equipment
Resource Implications	<ul style="list-style-type: none"> • Waste collection requirements • Waste management plans • Range of wastes for identification and handling • Workplace policies and procedures • OHS requirements • Personal protective equipment • Equipment for waste handling
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Demonstration/Observation with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. • Reassessment to accommodate changing workplace requirements and in accordance with the policies of the organization.

Occupational Standard: Health Care Giving Level II	
Unit Title	Perform General Cleaning Tasks in a Clinical Setting
Unit Code	HLT HCG2 05 0611
Unit Descriptor	This unit covers general cleaning duties to maintain a clinical area in a clean and tidy condition, and fit for use. The unit will apply to a variety of work roles, but is not intended for specialized or full-time, or substantially full-time, cleaning work roles. Work is often performed under limited supervision and generally within a team environment. Individuals are accountable for their own results.

Elements	Performance Criteria
1. Maximize safety during cleaning	<p>1.1 Personal protective equipment suitable for conditions and/or required by established procedures is used correctly.</p> <p>1.2 Cleaning equipment to be used is checked for safe operation and set up to meet manufacturers and relevant OHS specifications.</p> <p>1.3 Where required suitable cleaning agents are selected and prepared in accordance with the manufacturer's and relevant OHS requirements, and organizational policy.</p> <p>1.4 Where required, work site is barricade and appropriate signs are installed to reduce safety hazards during cleaning operations/activities.</p>
2. Clean and maintain surfaces in clinical areas	<p>2.1 Surface type and texture are identified so that suitable cleaning equipment and method(s) can be selected.</p> <p>2.2 Suitable cleaning agent is selected.</p> <p>2.3 Surfaces are prepared and cleaned as required by cleaning routines and organizational policy.</p> <p>2.4 Stains and spillages are removed from surfaces.</p> <p>2.5 Dirt and soil are removed.</p> <p>2.6 Wet areas are maintained in an odor free, soil and hazard free condition.</p> <p>2.7 Surfaces are dried as required.</p>
3. Ensure maintenance of cleaning standards	<p>3.1 Unit or location is cleaned to achieve a low bacteria condition as required by the organizational policy and procedures.</p> <p>3.2 Surfaces and areas are regularly cleaned in accordance with the organization's established cleaning schedules</p>

	<p>and routines</p> <p>3.3 All established procedures, including infection control are followed as required to minimize cross infection.</p>
4. Manage waste	<p>4.1 All waste is assessed for health and safety risks, and handled in accordance with the relevant organizational and OHS requirements.</p> <p>4.2 Waste is removed promptly according to the established procedures to maintain a clean and tidy environment/area, and avoid build up of unpleasant odors.</p> <p>4.3 Where required waste receptacles and surrounds are spot cleaned and soiled liners are replaced to minimize build up of odor and to maintain a soiled-free appearance.</p>
5. Equipment and cleaning agents are safely stored	<p>5.1 Equipment is cleaned and dried before storage.</p> <p>5.2 Cleaning agents are stored in accordance with the manufacturer's instructions and organizational policy.</p>

Variables	Range
Personal protective equipment may include:	<ul style="list-style-type: none"> • Gloves • Safety glasses • Safety shoes • Face masks • Overalls • Hair nets • Hearing protection • Caps • Clothing used to maintain hygiene standards or • Clothing used as prescribed in manufacturers of chemicals or equipment • Signage • Boots
Cleaning equipment may include a range of:	<ul style="list-style-type: none"> • Brooms • Mop • Brushes • Dusters / dusting and washing rags • Buckets • hose • Spotting agent dispensers • wands • Sprayers • Pile lifter and auto sweeping

	<ul style="list-style-type: none"> • Air blowing • Vacuum cleaning • Scrubbing machines • Dry foam machine • Extraction machinery • Steam cleaners
Manufacturers' specifications and safety information is:	<ul style="list-style-type: none"> • Pre-printed on chemical containers • On material data safety sheets • On laminated safety cards at the work site • On wall posters
Safety protocols may include:	<ul style="list-style-type: none"> • The principle OHS Act in each state and territory and relevant national OHS standards • Infection control policy and procedures • Organizational policy • Established procedures • State, territory and national legislation and standards • Manufacturers' instructions • Use of cleaning products in accordance with organizational policy and procedure
A clinical setting may include:	<ul style="list-style-type: none"> • Hospital ward • Residential care facility • Medical, allied health or other practitioner's rooms • A specific health care area e.g. sterilizing unit, clinic, laboratory
Hazards and risks may include:	<ul style="list-style-type: none"> • Slippery surfaces • Loose electrical fittings • Broken glass • High bacteria growths • Needle stick injuries • Sharp surfaces • Fumes from cleaning agents • Allergic reactions • Client's cleaning chemical mixtures • Unlabelled cleaning chemical containers
Cleaning operations may include:	<ul style="list-style-type: none"> • Sweeping • Dusting • Scrubbing • Spotting • Polishing and buffing • Vacuuming • Mopping
Surface types may include:	<ul style="list-style-type: none"> • Floors, walls and ceilings • Fabric upholstery • Carpet • Rugs/mats

	<ul style="list-style-type: none"> • Coir matting • Concrete • Terrazzo • Vinyl • Slate • Ceramic • Wood/parquetry/polished wood • Marble • Plastic/acrylic • Laminate • Glass • Metal • Granite • Brick • Rubber • Synthetic grass • Benches and shelves • Furniture and equipment surfaces
Wet areas may include:	<ul style="list-style-type: none"> • Restroom • Toilet • Bathroom • Wash up area • Kitchen, beverage area or server • Laundry • Scrub area • Pan or utility room clinic or treatment area • Sink
Waste may be:	<ul style="list-style-type: none"> • Wet or dry • Paper • Dust • Food • Plant waste • Animal hair/fur • Clinical waste • Syringes • Body fluids and tissue
Cleaning agents may be:	<ul style="list-style-type: none"> • Chemicals mixed on the job or pre-mixed • Neutral PH detergents • Acidic cleaners • Graffiti remover

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of evidence must include:</p> <ul style="list-style-type: none"> • Compliance with OHS policies and procedures including infection control in a clinical setting • Correct use of relevant cleaning equipment and cleaning agents to achieve required cleaning standard • Effective and safe handling of waste in accordance with organizational waste management policy
Underpinning Knowledge and Attitude	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Range and extent of cleaning responsibilities in relation to other aspects of the worker's role • Infection control policy and procedures • Other organizational policies and procedures relating to work performance • Correct hygiene procedures • OHS implications of work
Underpinning Skills	<p>Essential skills required includes:</p> <ul style="list-style-type: none"> • Selection and use of equipment and cleaning agents effectively • Use of procedures appropriate to the cleaning area and purpose • Minimization of disruption to the work environment • Minimization of safety hazards for self and others • Use of time management strategies to set priorities • Effective communication to constructively achieve planned outcomes • Use equipment, signage and technology relevant to work safely and competently • Recognition and adaptation to cultural differences in the workplace, including modes of behavior and interactions among staff and others • Numeracy skills - the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers • Reading and writing skills - literacy competence required to fulfill job roles in a safe manner and as specified by organization. <p>The level of skill may:</p> <ul style="list-style-type: none"> • Range from the ability to understand symbols used in occupational health and safety signs, • To reading workplace safety pamphlets or procedure manuals, • To reading labels. <p>Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available.</p>

	<p>Literacy may be required in English or a community language:</p> <ul style="list-style-type: none"> • Oral communication skills - language competence required to fulfill job roles in a safe manner and as specified by the organization • Skills in asking questions, providing clear information, listening to and understanding workplace instructions, clarifying workplace instructions when necessary • The organization may require competence in English or community language, depending on client group
Resource Implications	<p>Resource requirements for this unit include all the relevant resources commonly provided in the health service setting. Specific tools may include:</p> <ul style="list-style-type: none"> • Relevant policies and procedures manuals • Cleaning schedules • Other documentation relevant to the work context such as: <ul style="list-style-type: none"> ➤ Floor plans ➤ Instructions for the use of equipment and chemicals • Specific instructions for staff
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Demonstration/Observation with Oral Questioning
Context for Assessment	<ul style="list-style-type: none"> • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of work conditions. • Assessment may be conducted on more than one occasion to cover a variety of circumstances.

Occupational Standard: Health Care Giving Level II	
Unit Title	Prepare and Maintain Beds
Unit Code	HLT HCG2 06 0611
Unit Descriptor	This unit of competency describes the skills and knowledge required to apply bed making and cleaning practices to a range of 'beds' to ensure that clients can safely occupy a clean bed.

Elements	Performance Criteria
1. Prepare area for bed making	<p>1.1 Personal protective equipment is used according to the organizational policy.</p> <p>1.2 The height of the bed is adjusted when necessary.</p> <p>1.3 The bed and surrounding areas of medical and other equipment are cleared before stripping the bed, where necessary.</p> <p>1.4 Bed linen is checked for displaced personal items, aids and equipment, and place aids and equipment in the appropriate area/container.</p>
2. Make bed	<p>2.1 The client's dignity and privacy are maintained.</p> <p>2.2 Bed linen is striped, where necessary.</p> <p>2.3 Clinical waste is removed, and linen soiled and placed in the appropriate container.</p> <p>2.4 The bed is cleaned according to the established procedures, where necessary.</p> <p>2.5 Clean bed linen is placed on bed in accordance with the organizational procedures.</p> <p>2.6 The existing bed linen is re-positioned.</p> <p>2.7 The client is asked whether they are comfortable, or if they have any specific bed needs.</p> <p>2.8 Reusable clean bed linen is handled in accordance to with the organizational procedures.</p> <p>2.9 Mattresses and pillows are cleaned regularly and on discharge, in accordance with the organizational procedures.</p>
3. Leave bed ready for occupancy or continued occupancy	<p>3.1 Bed height is adjusted for occupancy and brakes are applied according to bed type.</p> <p>3.2 Bed and equipment/aids accessible are kept and bed is leaved ready for occupancy.</p> <p>3.3 Report damaged and/or faulty beds, equipment,</p>

	<p>mattresses, pillows and lines to appropriate personnel.</p> <p>3.4 Clean (or dispose of appropriately) and return to storage area all cleaning implements.</p>
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Variables	Range
Equipment may include but is not limited to:	<ul style="list-style-type: none"> • Pressure care devices e.g. roho mattress, egg carton mattress, foam mattress ,Pillow, foot rest, cotton ring, side rails • Bedside table • Bed end note holder • Chair lifts • Walking frames/sticks • Commodes • Slings • Splints • "Monkey grips" • Personal aids such as hearing aids, glass eyes, false teeth, breast prosthesis, false limbs
Beds may include:	<ul style="list-style-type: none"> • Electro-mechanical bed • Maternity delivery bed • Domestic beds • Flotation mattress • Cot • Renal chair • Balkan beam • Trolley • Pediatric bed • Isolates
Clearing a client area may involve:	<ul style="list-style-type: none"> • Returning items to their correct locations • Ensuring clean area around the client

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate provide evidence of:</p> <ul style="list-style-type: none"> • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace • Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible • Ability to prepare, make and leave a bed ready for occupancy in accordance with organization procedures • Knowledge of bed linen items • Procedures for safe handling of soiled linen

	<ul style="list-style-type: none"> • Bed cleaning procedures • Following instructions from nursing staff
Underpinning Knowledge and Attitudes	<p>Essential knowledge and attitudes include:</p> <ul style="list-style-type: none"> • Bed cleaning procedures • Different types of bed making • Bed linen items • Hygiene policies and procedures • Infection control policy and procedures • OHS policies and procedures
Underpinning Skills	<p>Essential skills includes the ability to:</p> <ul style="list-style-type: none"> • Prepare, make and leave a bed ready for occupancy in accordance with organization procedures • Follow instructions from nursing staff • Undertake the organizations cleaning procedures for bed types • Undertake safe manual handling techniques • Undertake correct disposal of clinical waste • Undertake the correct bed making procedures i.e. hospital corners • Reading and writing skills literacy competence required to fulfill job roles in a safe manner and as specified by organization and may range from the ability to: <ul style="list-style-type: none"> ➢ Understand symbols used in OHS signs, ➢ To read workplace safety pamphlets or procedure manuals, ➢ To read labels • Use Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. • Use problem solving skills required include the ability to use available resources and prioritize workload • Work with others and display empathy with client and relatives • Use effective communication skills - language competence required to fulfill job roles in a safe manner and as specified by the organization. • Assessors should look for skills in: <ul style="list-style-type: none"> ➢ Asking questions, ➢ Providing clear information, ➢ Listening to and understanding work place instructions, and Clarifying workplace instructions when necessary. • The organization may require competence in English or a community language, depending on client group. • Use numeracy skills that may range from the ability to

	complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers.
Resource Implications	<p>The following resources must be provided for bed making:</p> <ul style="list-style-type: none"> • Beds • Bed linen • Sheets, • Mattress • Blankets, • Quilts, • Pillowcases, • Under-blankets, • Mattress protectors, • Personal bed linen • Pillow • Bed cover • Bedcradle • Personal protective equipments • Safety and comfort device(cotton ring,bedrales,foot rest,) • Trolley • Linen bags • Conducive working environment
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Oral questioning / Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • Competence may be assessed in the work place or in a simulated work place setting • Assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit

Occupational Standard: Health Care Giving Level II	
Unit Title	Collect and Manage Linen Stock at User-Locations
Unit Code	HLT HCG2 07 0611
Unit Descriptor	This unit covers the skills and knowledge required to collect soiled linen from user-locations, deliver soiled linen to a designated holding area, distribute clean linen and maintains economic linen stock levels at user-locations.

Elements	Performance Criteria
1. Collect soiled linen	<p>1.1 Soiled linen is collected periodically from user locations.</p> <p>1.2 Soiled linen bag is replaced in according with the organization procedures.</p> <p>1.3 Soiled linen is transported to the designated holding area using the appropriate equipment and safe handling techniques.</p> <p>1.4 All work is carried out in a manner that minimizes the risk of cross contamination and complies with OHS policy and procedures.</p> <p>1.5 Hazards are identified and reported to supervisor.</p> <p>1.6 Appropriate procedures for dealing with accidents, including sharp injuries, are followed correctly.</p>
2. Distribute clean linen	<p>2.1 Clean linen is transported periodically to user-locations using the appropriate equipment and safe handling techniques.</p> <p>2.2 Linen is re-stocked to ensure adequate supply to users.</p> <p>2.3 Linen stock is rotated and old stock returned for reprocessing.</p>
3. Maintain linen stock levels	<p>3.1 Optimum stock levels are maintained to ensure the productivity and linen is available.</p> <p>3.2 Linen is requisitioned to the pre-determined quantity levels.</p> <p>3.3 Storage and security of linen is maintained according to the organizational requirements.</p> <p>3.4 Linen stock records are maintained according to the organizational requirements.</p>

Variables	Range
Organizational procedures may include but is not limited to:	<ul style="list-style-type: none"> • Linen stock delivery, inventory management and stock rotation • Collection locations and procedures • Standard work practice for safe handling of soiled linen • Use of protective clothing • Notification of hazards and incidents • Data recording (manual or electronic) • Security and safe storage of clean and soiled linen
Equipment may include but is not limited to:	<ul style="list-style-type: none"> • Linen trolleys of various sizes • Linen bags • Baskets • Bins
Hazards may include but are not limited to:	<ul style="list-style-type: none"> • Exposure to heat • Sharp objects • Potentially infectious linen • Sharps • Foreign objects
Worksite environment may include but is not limited to:	<ul style="list-style-type: none"> • Hospital • Health center • Aged care facility • Residential accommodation • Operating theatre • Day surgery centre • Sterilizing service • Dwelling • Professional rooms • Clinic • Community service facility
Consultation/Liaison may be required with:	<ul style="list-style-type: none"> • Management representative at user-location e.g. Nursing Unit Manager • Linen supplier • Customer/s
Maintenance of optimum stock levels may include:	<ul style="list-style-type: none"> • Review of imprest levels for each linen item • Assessment of user requirements based on past and expected utilization of linen • Minimization of stock holdings
Sources of information/documents may include:	<ul style="list-style-type: none"> • Customer/s • Requisition dockets or forms • Imprest system documentation • Stock lists • User-location management representative
Linen storage modes may	<ul style="list-style-type: none"> • Shelving • Racks

include:	<ul style="list-style-type: none"> • Trolleys • Cupboards • Linen bag
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Evidence Guide	
Critical Aspects of Competence	<p>Assessment require evidence that the candidate has:</p> <ul style="list-style-type: none"> • Compliance with enterprise requirements, OHS legislation, infection control and manual handling procedures and relevant health regulations • Completion of all activities accurately and in timely and safe manner • Work completed systematically with attention to detail without damage to goods, equipment or personnel • Effective co-ordination of required processes • Effective communication with user-locations maintained in relation to linen usage trends and stock levels
Underpinning Knowledge and Attitudes	<p>Essential knowledge and attitudes include the:</p> <ul style="list-style-type: none"> • Types of linen and individual uses • Relevant OHS legislation and infection control codes of practice, enterprise policies and procedures • Safety and environmental aspects related to workplace operation and manual handling, including workplace hazards • Delivery and collection timetables • Quality standards
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Handle linen products appropriately • Assess linen usage trends at user-locations • Select and use equipment • Meet customer and enterprise specifications/requirements • Locate and apply relevant information • Maintain quality requirements for each stage of the process • Communicate effectively within the workplace • Apply defined procedures i.e. OHS and infection control • Receive and transfer information • Recognize and adapt to cultural differences in the workplace, including modes of behavior and interactions among staff and others • Numeracy skills - the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers. • Reading and writing skills - literacy competence required to fulfill job roles in a safe manner and as Specified by

	<p>organization.</p> <ul style="list-style-type: none"> • The level of skill may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals and to reading labels. • Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. • Literacy may be required in English or a community language. • Oral communication skills - language competence required to fulfill job roles in a safe manner and as specified organization. • Skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. • The organization may require competence in English or a community language, depending on client group.
Resource Implications	<p>Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:</p> <ul style="list-style-type: none"> • Relevant policies and procedures manuals • Organization mission statement, strategic and Work plan • Other documentation relevant to the work context such as: <ul style="list-style-type: none"> ➢ Organizational charts ➢ Instructions for the use of equipment ➢ Specific instructions for staff
Methods of Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none"> • Interview/Written Test • Demonstration/Observation with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of work conditions. • Assessment may be conducted on more than one occasion to cover a variety of circumstances to establish consistency. • A diversity of assessment tasks is essential for holistic Assessment

Occupational Standard: Health Care Giving Level II	
Unit Title	Undertake Routine Inventory Maintenance
Unit Code	HLT HCG2 08 0611
Unit Descriptor	This unit is concerned with the maintenance of predetermined stock levels of supplies, consumables, equipment and other store items at ward, unit, sub-store or departmental level.

Elements	Performance Criteria
1. Maintain and monitor stock levels	<p>1.1 Quality of stock and storage conditions are monitored including temperature, light, humidity, pest control and stock organization.</p> <p>1.2 Store requirements are determined against the specified stock levels.</p> <p>1.3 Stored and stationary items are replenished in the specified area.</p> <p>1.4 Perishable stocks are rotated according to use by dates.</p> <p>1.5 Deviations are recorded and reported to supervisor in accordance with the organizational procedures.</p>
2. Prepare order lists and forward stock	<p>2.1 Inventory list of stock requirements is completed accurately.</p> <p>2.2 Stock requirements are recorded in order book using correct order number from catalogue.</p> <p>2.3 Authorization for order is obtained from supervisor.</p> <p>2.4 Order is forwarded to appropriate department.</p> <p>2.5 Inventory list is updated based on stock usage and inventory changes.</p>
3. Receive and store goods	<p>3.1 Stock is received and checked against the number ordered.</p> <p>3.2 "Order received" is recorded accurately in order book.</p> <p>3.3 Supervisor is notified if order received is inaccurate.</p> <p>3.4 Stock is unpacked safely and stored in correct location.</p>

Variables	Range
Stock may include but is not limited to:	<ul style="list-style-type: none"> • Linen • Food service requisites • Cleaning agents • General supplies • Consumables

	<ul style="list-style-type: none"> • Sterile stock • Stationery • Equipment • Medical gases(OXYGEN) • Maintenance requisites • Other supplies
Stock ordering procedures may include but is not limited to:	<ul style="list-style-type: none"> • Written • Verbal • Electronic
Records may include but are not limited to:	<ul style="list-style-type: none"> • Manual • Electronic
Store type and location may include:	<ul style="list-style-type: none"> • Ward or department • Clinic or professional rooms • Aged care facility • Small store • A subsidiary store to a main store or external supplier's store • Food store • Laboratory store • Drug store
Ward or departmental storage may include but is not limited to:	<ul style="list-style-type: none"> • Specified storage areas e.g. stationary cupboard • Linen storage or kitchen area including refrigerator

Evidence Guide	
Critical Aspects of Competence	<p>Critical evidence of knowledge and skills include:</p> <ul style="list-style-type: none"> • Work carried out in accordance with organizational procedures and OHS policy and procedures • Identification and selection of correct stores or stock item • Identification of expiry dates and storage conditions for perishable goods • Maintenance of stock control documentation • Effective communication and interaction with colleagues, healthcare practitioners, patients/clients and visitors
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Organizational procedures, relevant OHS legislation and infection control procedures in relation to the handling and storage of items • Basic hygiene and the importance of maintaining a clean working environment • Personal hygiene and the use of protective clothing

	<ul style="list-style-type: none"> • Principles and procedures of routine stock control and maintenance • Purpose of expiry dates on perishable stock • Storage requirements and the rationale for stock rotation • Basic arithmetic symbols and processes
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> • Procedures for ordering stock and stores • Appropriate method of disposal of outdated or unwanted stock or stores • Safe handling of items stored • Input and access of data relating to stock control • Ability to report to supervisor discrepancies/variations and issues outside the scope of practice • Receive and transfer information • Communicate effectively within the workplace • Recognize and adapt to cultural differences in the workplace, including modes of behavior and interactions among staff and others • Use technology as required to work safely and competently • Numeracy skills - the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division and recording numbers • Reading and writing skills - literacy competence required to fulfill job roles in a safe manner and as specified by organization <p>The level of skill may range from:</p> <ul style="list-style-type: none"> • The ability to understand symbols used in OHS signs, • To reading workplace safety pamphlets or procedure manuals, Reading labels <p>Literacy support available in the workplace may range from:</p> <ul style="list-style-type: none"> • Having access to support or assistance from expert/mentor/ supervisor, • To having no communication supports available. <p>Literacy may be required in English or a community language depending on the language; Oral communication skills - language competence required to fulfill job roles in a safe manner and as specified by organization.</p> <p>Assessors should look for :</p> <ul style="list-style-type: none"> • Skills in asking questions, • Providing clear information, • Listening to and understanding workplace instructions, • Clarifying workplace instructions when necessary. • The organization may require competence in English or a community language, depending on client group.
Resource	Resource requirements include all the relevant resources

Implications	<p>commonly provided in the health service setting. Specific tools may include:</p> <ul style="list-style-type: none"> • Relevant policies and procedures manuals • Organization’s mission statement, strategic and workplan • Other documentation relevant to the work context such as: <ul style="list-style-type: none"> ➤ Organizational charts ➤ Instructions for the use of equipment ➤ Specific instructions for staff
Methods of Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none"> • Interview/Written Test • Demonstration/Observation with Oral Questioning
Context of Assessment	<p>This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of work conditions.</p> <p>Assessment may be conducted on more than one occasion to cover a variety of circumstances to establish consistency. A diversity of assessment tasks is essential for holistic assessment.</p>

Occupational Standard: Health Care Giving Level II	
Unit Title	Follow Safe Manual Handling Practice
Unit Code	HLT HCG2 09 0611
Unit Descriptor	This unit describes the skill and knowledge required to carry out their work in a safe manner while handling manual practice within the health care environment.

Elements	Performance Criteria
1. Follow organizational procedures for a particular task to minimize risk of injury	<p>1.1 Appropriate posture and handling techniques are used to reduce muscle load on exertion.</p> <p>1.2 Work tasks involving vibration are managed in accordance with the workplace policies and procedures.</p> <p>1.3 Appropriate manual handling techniques and equipment are used to meet customer needs within own scope of responsibility.</p> <p>1.4 Loads are packed appropriately for easy handling.</p> <p>1.5 Lifting limitations prescribed within relevant guidelines are followed.</p> <p>1.6 Safe work practices are used in handling loads.</p> <p>1.7 Appropriate personal protective equipment is worn.</p>
2. Utilize and implement strategies as directed to improve workplace organization	<p>2.1 OHS hazards are identified, risk assessed and reported to supervisor.</p> <p>2.2 Contributions are made to workplace design and task analysis to ensure appropriate work areas are developed.</p> <p>2.3 Workplace policies and procedures are followed in relation to pacing and scheduling of tasks.</p> <p>2.4 Equipment and environmental maintenance is carried out in accordance with a workplace preventive maintenance schedule.</p> <p>2.5 Workplace procedures for reporting symptoms and injuries to self and or others are followed.</p> <p>2.6 Workplace procedures for any return to work program are followed.</p>

Variables	Range
Appropriate posture and handling techniques may include:	<ul style="list-style-type: none"> • Bending from the knees • Maintaining a straight back when lifting and carrying • Using two hands to lift or carry • Avoiding lifting objects above shoulder height • Adopting non repetitive movements • Positions not held for long periods of time • Correct use of mechanical aids
Workplace policies and procedures will include:	<ul style="list-style-type: none"> • Hazard identification policies and procedures • Emergency, fire and accident procedures • Procedures for the use of personnel clothing and equipment • Hazard identification and issue resolution procedures • Job procedures and work instructions • Waste management • Security procedures
Manual handling equipment may include:	<ul style="list-style-type: none"> • Lifting apparatus • hoist • Trolleys • Belts • Pallet jacks
Personal protective equipment may include:	<ul style="list-style-type: none"> • Plastic aprons • Gowns • Gloves including heavy duty • Overalls • Enclosed shoes • Eye protection
Hazards include:	<ul style="list-style-type: none"> • Manual handling • Patient handling • Toxic or hazardous substances/radiation • RSI prevention mandatory
Supervisor may by:	<ul style="list-style-type: none"> • Nominated personnel • OHS nominee
Workplace organization may include:	<ul style="list-style-type: none"> • Grievance procedures • Appropriate induction of staff • Team meetings • Debriefing procedures following crisis • Management performance levels • Employee assistance with problems and introducing them to services available in the community
Return to work program may include:	<ul style="list-style-type: none"> • Persons returning from injury and/or stress • Persons returning after extended leave

Evidence Guide			
Critical Aspects of Competence	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> • Ability to work safely utilizing safe manual handling techniques and equipment • Compliance with the organization's OHS policies and procedures • Ability to implement strategies designed to improve manual handling processes within the workplace 		
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Significant hazards in the workplace both indoors and outdoors • Location and use of safety equipment such as fire extinguishers and emergency units and alarms • Workplace procedures that apply to fire, accidents and emergency situations • Potential hazards in the workplace and the risks/potential risks of certain behaviors, layouts/features • Legislative requirements and best practice approaches to OHS • Rights and obligations of employees and employers regarding OHS • Reporting mechanisms required for workplace injury and compensation claims 		
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> • Demonstrate proper manual handling • Lifting, lowering and transfer techniques • Implementation of practices to prevent or minimize risk • Application of safe handling practices and other safety procedures • Correct use of equipment according to manufacturers' specifications • Reading and writing skills - literacy competence required to fulfill job roles in a safe manner and as specified by organization/service. <p>The level of skill may range from:</p> <ul style="list-style-type: none"> • The ability to understand symbols used in OHS signs, • To reading workplace safety pamphlets or procedure manuals, • To reading labels and handling chemicals such as cleaning fluids. • Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/ • Supervisor, to having no communication supports available. Literacy may be required in English or a community language 		
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	<ul style="list-style-type: none"> • Depending on the language used in pamphlets or workplace manuals. • Oral communication skills - language competence required to fulfill job roles in a safe manner and as specified by the organization/service. • Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. • Service/organization may require competence in English or a community language, depending on client group.
Resources Implication	<p>Resource requirements include access to:</p> <ul style="list-style-type: none"> • Workplace health and safety policies and procedures • Infection control procedures • Other organizational policies and procedures • Duties statements and/or job descriptions • Manual handling equipment
Methods of Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none"> • Interview/Written Test • Demonstration/Observation with Oral Questioning
Context of Assessment	<p>This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. Assessment may be conducted on more than one occasion to cover a variety of situations. A diversity of assessment tasks is essential for holistic assessment.</p>

Occupational Standard: Health Care Giving Level II	
Unit Title	Respond Effectively to Difficult or Challenging Behavior
Unit Code	HLT HCG2 10 0611
Unit Descriptor	This unit describes the skill and knowledge required in responding effectively to difficult or challenging behavior of patients, clients and others. The unit will be suitable for Security Officers, Care Assistance Workers and others exposed to difficult and challenging behavior.

Elements	Performance Criteria
1. Plan responses	<p>1.1 Planned responses to instances of difficult or challenging behavior maximize the availability of other appropriate staff and resources.</p> <p>1.2 Safety of self and others is given priority in responding to difficult or challenging behavior</p>
2. Apply response	<p>2.1 Organizational policies and procedures are reflected in the form of response.</p> <p>2.2 Assistance is sought as required.</p> <p>2.3 Difficult or challenging behavior is dealt with promptly, firmly and diplomatically in accordance with the organizational policy and procedure.</p> <p>2.4 Communication is used effectively to achieve the desired outcomes in responding to difficult or challenging behavior.</p> <p>2.5 Appropriate strategies are selected to suit particular instances of difficult or challenging behavior.</p>
3. Report and review incidents	<p>3.1 Incidents are reviewed with appropriate staff and suggestions offered appropriate to area of responsibility.</p> <p>3.2 Debriefing mechanisms and other activities are accessed and participated in.</p> <p>3.3 Advice and assistance is sought from legitimate sources as and when appropriate.</p>

Variables	Range
Planned responses may be based on:	<ul style="list-style-type: none"> • Own ability and experience • Established organizational procedures • Knowledge of individual persons and underlying causes
Difficult or challenging behaviors may include:	<ul style="list-style-type: none"> • Aggression • Confusion or other cognitive impairment • Noisiness • Manipulation • Wandering • Self-destructive • Intoxication • Intrusive behavior • Verbal offensiveness
Organizational policies and procedures may include:	<ul style="list-style-type: none"> • Incident reporting and documentation • Operational guidelines for handling incidents and/or cases involving difficult and challenging behavior • Debriefing of staff involved in incident
Strategies for dealing with challenging behaviors may include:	<ul style="list-style-type: none"> • Divisional activities • Referring to appropriate personnel e.g. supervisor, security officer • Following established emergency response Procedures
Selection of strategies for dealing with challenging behaviors may be based on:	<ul style="list-style-type: none"> • The nature of the incident • Potential effect on different parties, clients staff and others • Established procedures and guidelines

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> • Identifying when assistance is required • Maintenance of personal safety and the safety of others • Foreseeing and responding quickly and effectively to contingencies • Maintaining duty of care • Handling challenges in accordance with the organizational policy • Knowledge of organization's reporting process
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • OHS and issues relating to difficult and challenging behavior • Client/patient issues which need to be referred to an appropriate health professional

	<ul style="list-style-type: none"> • Ability to interpret and follow the instructions and guidance of health professionals involved with the care of patient/client • How to handle difficult situation
Underpinning Skills	<p>Essential skills required includes:</p> <ul style="list-style-type: none"> • Effectively using techniques for monitoring own service area including client satisfaction • Speaking in a firm, diplomatic and culturally appropriate manner • Remaining calm and positive in adversity • Thinking and responding quickly and strategically • Remaining alert to potential incidents of difficult or challenging behavior • Monitoring and/or maintaining security equipment • Reading and writing skills - literacy competence required to fulfill job roles in a safe manner and as specified by organization. <p>The level of skill may:</p> <ul style="list-style-type: none"> • Range from the ability to understand symbols used in OHS signs, • To reading workplace safety pamphlets or procedure manuals to reporting incidents. <p>Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available. Literacy may be required in English or a community language.</p> <ul style="list-style-type: none"> • Oral communication skills - language competence required to fulfill job roles in a safe manner and as specified by the organization. • skills in asking questions, providing clear information, listening to and understanding needs of patients/clients, and clarifying workplace instructions when necessary. <p>The organization may require competence in English or a community language, depending on client group.</p> <p>Numeracy skills may range from:</p> <ul style="list-style-type: none"> • The ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers • Problem solving skills required include the ability to use available resources, prioritize workload and the ability to seek assistance as required • Ability to work with others and display empathy with patient and relatives
Resources Implication	<ul style="list-style-type: none"> • Access to relevant workplace or appropriately simulated environment where assessment can take place • Relevant organizational policy, guidelines, procedures

	<p>and protocols</p> <ul style="list-style-type: none"> • Emergency response procedures and employee support arrangements
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Demonstration /Observation with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • This unit is most appropriately assessed in the workplace in a situation where simulation of difficult or challenging behavior can be achieved, or in a simulated workplace setting under the normal range of workplace conditions. • Assessment may be conducted on one occasion but should include a diverse range of sources of difficult and challenging behaviors, as may be expected in the workplace. • A diversity of assessment tasks is also essential for holistic assessment.

Occupational Standard: Health Care Giving Level II	
Unit Title	Transport Clients/Patients
Unit Code	HLT HCG2 11 0611
Unit Descriptor	This unit describes the skill and knowledge required to safe, timely and efficient transport of clients/patients from one location to another at a particular site, or to other sites.

Elements	Performance Criteria
1. Prepare for transport	<p>1.1 Transportation requirements are confirmed with relevant personnel.</p> <p>1.2 Procedure is explained to client or relevant personnel and questions answered as required.</p> <p>1.3 Preparations are made for the safe and timely transportation of the patient or client.</p> <p>1.4 Equipment for transportation is selected according to the transportation requirements and checked to ensure that it is clean, complete and correctly functioning.</p> <p>1.5 Any other equipment is checked to ensure that it is attached correctly and safely to transportation equipment.</p>
2. Transport client	<p>2.1 Client is transported to the designated location in accordance with the transportation requirements and organizational policy.</p> <p>2.2 Equipment is maneuvered to ensure comfort to ensure client comfort, safety and minimal risk to self.</p>
3. Deliver client	<p>3.1 Client is delivered to the designated location and relevant personnel are informed of client's needs as required.</p> <p>3.2 Relevant personnel are informed of client's needs as required.</p> <p>3.3 Equipment is returned as required.</p> <p>3.4 Reporting requirements are carried out as appropriate.</p>

Variables	Range
Transportation requirements may include:	<ul style="list-style-type: none"> • Mode of transport • Destination • Information specific to the client • Transportation of deceased persons • Accompaniment by health professionals e.g. nurse or medical officer • Client clothing requirements • Documentation requirements
Transportation equipment may include:	<ul style="list-style-type: none"> • Wheelchair • Stretcher • Trolley • Bed • Motor vehicle
Other equipment may include:	<ul style="list-style-type: none"> • IV stand • Monitors • Humidi crib • Oxygen
Client needs may include:	<ul style="list-style-type: none"> • Appropriate escort e.g. registered nurse, medical officer, parent, career, attendant • Nutritional requirements • Comfort requirements

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> • Following instructions in accordance with organizational procedures • Transporting and delivering client to correct destination according to safe working practices • Communicating effectively with clients/patients
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Patient handling procedures • Procedures for securing a patient • Infection control procedures • Patient/client confidentiality and privacy requirements • When client/patient issues need to be referred to an appropriate health professional
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> • Applying safe working practices, including manual handling techniques • Ability to interpret and follow the instructions and guidance of health professionals involve with the care of patient/ clients • Reading and writing skills - literacy competence required

	<p>to fulfill job roles in a safe manner and as specified by the organization.</p> <p>The level of skill may range from:</p> <ul style="list-style-type: none"> • The ability to understand symbols used in OHS signs, • To reading workplace safety pamphlets or procedure manuals, • To reading labels and manufacturers' specifications for equipment use. • Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/ supervisor, to having no communication supports available. • Literacy may be required in English or a community language. • Oral communication skills - language competence required to fulfill job roles in a safe manner and as specified by the organization. <p>Assessors should :</p> <ul style="list-style-type: none"> • look for skills in asking questions, • providing clear information, • Listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. • Organizations may require competence in English or a community language, depending on client group. • Numeracy skills may range from the ability to complete basic arithmetic calculations such as: <ul style="list-style-type: none"> ➢ Addition, ➢ Subtraction ➢ Multiplication, ➢ Division to recording numbers • Problem solving skills required include ability to use available resources and prioritize workload • Ability to work with others and display empathy with client/patient and relatives
Resource Implications	<ul style="list-style-type: none"> • Access to equipment used for transporting clients/patients • Relevant policies and procedures manuals • Organizational charts • Instructions for the use of equipment
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>This unit is most appropriately assessed in the workplace or in a simulated workplace</p> <p>Assessment may be conducted on more than one occasion to cover a variety of situations.</p>

Occupational Standard: Health Care Giving Level II	
Unit Title	Assist with Client/Patient Movement
Unit Code	HLT HCG2 12 0611
Unit Descriptor	This unit describes the skill and knowledge required to assist with Clients/patients movement who require assistance with basic physical movement due to incapacity. Work performed requires a range of well developed skills where some discretion and judgment is required. Individuals will take responsibility for their own outputs and limited responsibility for the output of others.

Elements	Performance Criteria
1. Prepared to assist with client movement	<p>1.1 Requirements for assisting with client movement are confirmed with relevant personnel and care plan.</p> <p>1.2 Equipment is selected according to the client's requirements.</p> <p>1.3 Environment is appropriately prepared.</p> <p>1.4 Procedure is explained to client, and questions answered as required according to the appropriate communication protocols.</p> <p>1.5 Patient/client consent and cooperation is sought.</p> <p>1.6 Procedure is carried out according to the safe working practices.</p>
2. Assist with client movement	<p>2.1 Client movement is carried out using appropriate safe handling method and equipment as required.</p> <p>2.2 Appropriate action is taken to ensure client comfort and safety throughout positioning or transfer.</p> <p>2.3 Communication with client during movement is undertaken according to the appropriate protocols.</p>
3. Complete assistance with client movement	<p>3.1 Equipment is returned to the appropriate place as required.</p> <p>3.2 Equipment is cleaned in accordance with the organizational policy and procedures.</p> <p>3.3 Equipment faults are reported immediately in accordance with the organizational procedures.</p>

Variables	Range
Relevant personnel may include:	<ul style="list-style-type: none"> • Medical staff and nursing staff • Other health professionals
Appropriate method may include:	<ul style="list-style-type: none"> • Assisting client to walk • Placing client in a wheelchair • Assisting client to use crutches or other walking aids e.g. frames • Assisting client to change position in bed • Moving a client by wheelchair or trolley • Moving client between wheelchair or trolley and bed, toilet or stationary equipment • Moving client to a standing or seated position • Moving a deceased person • Utilizing mobility aids owned by or associated with the client • Assisting the client or patient to use a hoist or mechanical lifter for transfers • Transfers from wheelchair to shower chair or toilet • Assistance with repositioning • Assisting a client off the floor • Assisting a client in an emergency • Actions to be taken when a client is falling

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> • Correct manual handling techniques while moving the patient/client. • Undertaking procedures in a safe caring manner that maintains the dignity of the client • Helping patient in mobility • Able to move and lift the client according to the procedure manual and specific cases
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Client confidentiality and privacy requirements • Following policy and procedure for lifting and transfer equipment • Client condition as it relates to transferring/lifting/transporting • OHS procedures • Infection control procedures • Range of mobility and transfer techniques as required by the organization and OHS policies • 'No lifting' or 'limited lifting' policies and procedures of the organization

	<ul style="list-style-type: none"> • Risk that jewelry and personal attire may present • Importance of maintaining skin integrity • Own limitations in carrying out manual handling tasks
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> • Operation of lifting and transfer equipment • Communicating effectively with clients and colleagues • Prior completion of a manual handling training course (desirable) • How to move patients/clients based on the procedure manual and specific cases • Reading and writing skills - literacy competence required to fulfill job roles in a safe manner and as specified by organization. <p>The level of skill may range from:</p> <ul style="list-style-type: none"> • The ability to understand OHS policy, • To reading workplace safety or procedure manuals, • To following manufacturers' specifications. <p>Literacy support available in the workplace may range from:</p> <ul style="list-style-type: none"> • Having access to support or assistance from expert/mentor/supervisor, • To having no communication supports available • Literacy may be required in English or a community language • Oral communication skills - language competence required to fulfill job roles in a safe manner and as specified by the organization. <p>Assessors should:</p> <ul style="list-style-type: none"> • Look for skills in asking questions, • Providing clear information, • Listening to and understanding workplace instructions, • Clarifying workplace instructions when necessary <p>The organization may require competence in English or community language, depending on client group</p> <ul style="list-style-type: none"> • Numeracy skills may range from the ability to complete basic arithmetic calculations such as: <ul style="list-style-type: none"> ➤ Addition, ➤ Subtraction, ➤ Multiplication, ➤ Division to recording numbers. • Problem solving skills required include the ability to use available resources and prioritize workload • Ability to deal with conflict • Ability to work with others and display empathy with patient and relatives
Resource Implications	<p>Resource requirements include:</p> <ul style="list-style-type: none"> • Equipment as described in the Range of Variables

	<ul style="list-style-type: none"> • Workplace health and safety manual • Infection control manual • Manual handling and lifting policies of the organization • Equipment manufacturer's instructions
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	<ul style="list-style-type: none"> • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. • Assessment may be conducted on more than one occasion to cover a variety of situations. • A diversity of assessment tasks is also essential for holistic assessment.

Occupational Standard: Health Care Giving Level II	
Unit Title	Provide Care and Support for Infants ,children, Elderly and People with Special Need
Unit Code	HLT HCG2 13 0611
Unit Descriptor	This unit covers the skills and knowledge required to provide care and support to infants, children, elderly and people with special need.

Elements	Performance Criteria
1. Comfort infants	<p>1.1 Tools and equipment are prepared according to the need of infant.</p> <p>1.2 Distressed infants are responded to based on the appropriate methods, activity and non-verbal cues.</p> <p>1.3 Infants are picked up and cuddled according to the procedure.</p>
2. Bathe and dress infants & children	<p>2.1 Infants and children vital signs are checked based on the procedure.</p> <p>2.2. Water quantity and temperature are checked as per the requirement.</p> <p>2.3 Infants and children are bathed according to the procedure.</p> <p>2.4 Comforters are made available to infant and children when needed.</p> <p>2.5 Children are assisted in dressing up according to the prevailing weather condition.</p> <p>2.6 Children's preferences and decisions are acknowledged, respected and followed whenever appropriate and possible</p> <p>2.7 Children with difficult behavior in bathing are dealt with appropriately as per procedure.</p> <p>2.8 Children paraphernalia is maintained based on the healthy procedures.</p>
3. Feed infants & children	<p>3.1 Infants feeding bottles are cleaned and sterilized as needed.</p> <p>3.2 Milk formula is prepared as prescribed for infants.</p> <p>3.3 Nutritional requirements of infants and children are determined according to their developmental stage.</p> <p>3.4 Infants and Children are fed following healthy procedures</p>

4. Put infants to sleep	<p>4.1 Infants crib is prepared based on the procedure.</p> <p>4.2 Infants are put to sleep based on the procedure.</p>
5. Enhance social, physical, intellectual, creative and emotional activities of infants and children	<p>5.1 Infants & children are exposed to family members, relatives for interaction purposes.</p> <p>5.2 Infants are given different types of toys for playing</p> <p>5.3 children are provided with manipulative or creative toys and games as needed.</p> <p>5.4 Children are given exercise activities as required.</p>
6. Establish and maintain an appropriate relationship with the elderly	<p>6.1. Self introduction by the caregiver to the elderly client is done based on the established procedures.</p> <p>6.2 Appropriate attitudes such as confidentiality, privacy, courtesy and respect are adhered to and demonstrated towards the elderly based on established procedures.</p> <p>6.3 The elderly's own interest, rights, freedom and decision-making are supported and respected based on the established procedures.</p>
7. Provide appropriate support to the elderly	<p>7.1 All support is provided to the elderly in accordance with the elderly's needs, rights, self determination and individual differences.</p> <p>7.2 The elderly is encouraged and supported to participate in ceremonial, cultural, educational, recreational, religious, social, and spiritual activities as appropriately planned.</p> <p>7.3 Assistance is provided at all times in order to maintain a safe and healthy environment, including minimizing physical dangers and risk of infections based on the established procedures.</p> <p>7.4 Proper response to situations of risks to health and safety is provided and maintained based on the established procedures.</p> <p>7.5 Short interpersonal exchanges, clarifying meaning and maintaining interaction to identify the elderly's preferences are conducted based on the established procedures.</p> <p>7.6 Time is scheduled to effectively listen to the elderly's preferences to maximize his/her well being.</p> <p>7.7 Assistive devices for providing assistance for the elderly are identified and used as appropriate.</p> <p>7.8 Empathy is demonstrated in supporting and caring for</p>

	<p>the elderly's feelings of grief and loss.</p> <p>7.9 Organizational policies and practices for reporting are followed as appropriate.</p>
8. Establish and maintain appropriate relationship with people with special needs	<p>8.1 All dealings with people with special needs are aimed at generating a trusting relationship which include protecting confidentiality, privacy, individual choices and the right to decision making.</p> <p>8.2 Respect for individual differences is demonstrated in all dealings with people with special needs.</p> <p>8.3 Support for the interests, rights and decision making of people with special needs is demonstrated in all dealings.</p> <p>8.4 People with special needs are actively encouraged and supported to communicate ideas, feelings and preferences.</p>
9. Provide appropriate support to people with special needs	<p>9.1 All supports to people with special needs are provided in accordance with their needs, rights and self determination.</p> <p>9.2 Assistance is provided to people with disabilities according to the employment organization guidelines.</p> <p>9.3 Information required by people with special needs are identified and provided.</p> <p>9.4 Reactions and limitations regarding differences are recognized and appropriate assistance is sought to ensure that the rights of people with special needs are upheld.</p>
10. Assist people with special needs to identify and meet their needs	<p>10.1 The dignity, privacy and personal choice of people with special needs in relation to needs are upheld.</p> <p>10.2 People with special needs are assisted to identify, select and prioritize their specified nursing needs.</p> <p>10.3 People with special needs are assisted to identify, select, prioritize and fulfill or implement their social, physical, intellectual, creative and emotional activities.</p> <p>10.4 People with special needs are assisted to select and develop strategies to meet their requirements in order to achieve their nursing needs.</p>
11. Assist people with special needs in maintaining an environment that enables	<p>11.1 The types, frequency and triggers of challenging behaviors of a person with special needs are identified, assessed and researched.</p> <p>11.2 Strategies for the prevention and management of challenging behavior/s are planned and implemented</p>

<p>maximum independent living</p>	<p>according to approved safety procedures.</p> <p>11.3 People with special needs are encouraged and supported to express self.</p> <p>11.4 Independent thinking (such as decision, opinion and preferences) by people with special needs are encouraged and supported.</p> <p>11.5 Strategies that would promote independence of people with special needs are developed and implemented.</p>
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Variables	Range
<p>Tools and Equipment</p>	<ul style="list-style-type: none"> • Infants crib/bed • Blanket/comforters • Infant carrier • Stroller • Bassinet • Bathing paraphernalia (e.g. Baby bath tub, baby toiletries, towel, etc.) • Baby's Layettes • Feeding bottles with cap, ring and nipple • Thermometer • Thermometer Tray • Sterilizer • Infant's Formula • Bibs • Nursery Rhymes • Toys for the Crib (Mobile) • Infants/Toddlers Toys • Story Books • Thermometer • Towel • Talcum powder • Lotions • B/P apparatus • Weight scale • Measuring board/meter • MUAC • Standard anthropometric chart • Vital sign chart • Bed with side rails • Night Light • Handrails • Assistive device (wheelchair, cane, walker and crutches) • Commode • Feeding Utensils

	<ul style="list-style-type: none"> • Clock • Reading Materials • Activity Kit
Appropriate method or Activities	<ul style="list-style-type: none"> • Imitating babies' vocalizations • Talking • Singing • Laughing • Rhymes • Finger Games • Holding • Dancing • Gentle Bouncing • Substituting Activities • Playing • Distraction to an activity • Cuddles, comfort • Listening, talking with the infant or toddler quietly • Use of transition object
Non Verbal Cues	<ul style="list-style-type: none"> • Cues to indicate distress • Response to an interesting activity • Smiling • Cues that express a desire to engage in an activity of interaction
Infants may show distress by:	<ul style="list-style-type: none"> • Crying • Appearing withdrawn • Squirming • Lack of eye contact • Sleeping difficulties • Whining • Not playing or not playing creatively • Repetitive display of trauma • Aggression • Regression • Speech difficulties (e.g. Stuttering) • Toilet training difficulties • Nervous tics (e.g. Cough) • Hunger • Tiredness • Discomfort • Fear • Anxiety • Boredom • Clinging behavior • Refusing for feeding

Comforters	<ul style="list-style-type: none"> • Special toys • Blankets • Dummies
Children's paraphernalia	<ul style="list-style-type: none"> • Bathing paraphernalia and toiletries • Diaper • Clothes • Grooming Kit (baby hairbrush, comb, nail scissors) • Oral Hygiene (toothbrush, toothpaste) • Feeding Utensils • Bibs • High Chair/Booster Seat/Portable Seat • Thermometer • Thermometer Tray
Nutritional requirements	<ul style="list-style-type: none"> • Nutritious food • Balance Diet • Relevant nutritional needs according to age level & nutritional status
Elderly rights may be detailed in:	<ul style="list-style-type: none"> • Service/outcomes standards documents • Legislation • Organizational policies and practices
Needs of the elderly	<ul style="list-style-type: none"> • Physical, sexual • Financial • Household assistance and maintenance • Religious • Cultural • Spiritual • Recreational • Social and emotional • Intellectual
Factors contributing to individual difference	<ul style="list-style-type: none"> • Culture • Age • Economic • Social • Gender • Physical • Intellectual • Language • Spiritual • Marital Status
Assistance	<ul style="list-style-type: none"> • Providing information and advice • Accompanying or providing specific services • Encouragement and support for decisions and actions • Companionship • Assistance with mobility or providing specific support such as transport

	<ul style="list-style-type: none"> • General household assistance and maintenance
Maximum well being	<ul style="list-style-type: none"> • Independent living • Observation of own customs and cultural practices coming and going from environment with safety • Belonging to social groups • Frequent visits to and from family, relatives and friends • Efficient care from caregiver
Assistive Devices	<ul style="list-style-type: none"> • Wheelchair • Walker • Cane • Crutches • Parallel Bars • Feeding Utensils • Handrails • Commode • Reading Materials • Eye glass • Hearing aids
Appropriate communication and relationship building processes	<ul style="list-style-type: none"> • Courtesy • Empathy • Non judgmental manner • Listening • Treating the elderly person as an individual • Respect for difference: <ul style="list-style-type: none"> ➢ Cultural ➢ Physical ➢ Emotional ➢ Beliefs ➢ Customs ➢ Values ➢ Religions
Assistance may vary according to:	<ul style="list-style-type: none"> • The ability of the worker • Mental well being • Physical well being • Social well being • Emotional well being • Creative well being
Reporting may include:	<ul style="list-style-type: none"> • Changes in appearance and behavior in accordance with reporting instructions • Medicine chart • Observation log book • Incident and Accident Reports

Reporting may be to:	<ul style="list-style-type: none"> • Supervisors • Colleagues • Health workers • Administrator • Health care services • Emergency services • Community care • Social services • Relatives
Reporting may be via:	<ul style="list-style-type: none"> • Telephone • Hand over reports • Face to face • Written • E-mail • Fax
Spiritual needs may include:	<ul style="list-style-type: none"> • Formal and informal religious observance • Need for private time and space for contemplation • Ceremonial Observances
Aids may include:	<ul style="list-style-type: none"> • Mobility • Hearing • Speech • Vision
Psychological needs	<ul style="list-style-type: none"> • Freedom from undue stress • Self-esteem • Purpose • Personal identity • Life stage development
Individual differences	<ul style="list-style-type: none"> • Daily living such as: <ul style="list-style-type: none"> ➤ Culture ➤ Age ➤ Economic ➤ Social ➤ Gender ➤ Physical ➤ Emotional ➤ Intellectual ➤ Language • Rights may be detailed in: <ul style="list-style-type: none"> ➤ Service/outcomes standards ➤ Legislation ➤ Organizational policies and practice • Support will be in the Context for services offered including: <ul style="list-style-type: none"> ➤ Personal support ➤ Employment support

	<ul style="list-style-type: none"> ➤ Community access ➤ Accommodation support ➤ Lifestyle support
Rights	<ul style="list-style-type: none"> • Choose for oneself • Have meaningful work • Privacy • Dignity • Confidentiality • Self determination • Appropriate support • Skill development • Advocacy • Being treated as a valued individual • Fair treatment • Right to enter into a relationship • Right to express sexuality
Personal needs may include providing assistance with:	<ul style="list-style-type: none"> • Daily living including: <ul style="list-style-type: none"> ➤ Maintaining personal safety ➤ Communication (speech, writing, non-verbal communication) ➤ Eating and drinking ➤ Eliminating ➤ Breathing ➤ Mobilizing and transferring (moving from place to place and position to position) ➤ Attending to personal hygiene (bathing, laundering personal linen) ➤ Dressing and undressing ➤ Attending own spiritual needs ➤ Grooming and expressing sexuality ➤ Physical/instrumental activities of daily living: <ul style="list-style-type: none"> ➤ Accessing education and employment ➤ Accessing financial resources and allowances ➤ Paying bills and regular outgoings ➤ Shopping ➤ Preparing meals ➤ Climbing stairs ➤ Maintaining household (cleaning, laundry, décor, repairs) ➤ Traveling by private and public transport ➤ Interacting with others and socializing ➤ Accessing leisure, recreational and sporting activities • Assisting with self-administration of medication according to: <ul style="list-style-type: none"> ➤ Organizational practice and policy ➤ Government regulation, policy and legislation • Physical comfort and rest

	<ul style="list-style-type: none"> • Pain management • Maximization of independence and personal preferences • Empowerment e.g. Enhancing of clients ability to communicate, act independently and uphold rights and responsibilities
Support may be provided:	<ul style="list-style-type: none"> • In the clients home • At residential or other services
Relevant legislation and policies on health and safety	<ul style="list-style-type: none"> • Occupational health and safety • State health acts • Organizational policies and guidelines • Daily living • Medications • Dealing with changes in physical or mental well being • Occupational Health and Safety • Sexual Harassment • Abuse prevention
Prevention and management of challenging behavior	<ul style="list-style-type: none"> • Recognizing triggers and deflecting them • Using active listening and observation skills • Ensuring effective communication • Seeking expert assistance

Evidence Guide

Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Responded to distressed infants in a relaxed and calm manner. • Took vital signs, bathed and dressed/undressed infant and . children. • Prepared milk formula and fed infant as prescribed. • Cleaned and sterilized feeding bottles. • Put infants to sleep. • Enhanced social, physical, intellectual, creative and emotional activities of the infant. • Demonstrated the ability to assess infants needs appropriately. • Demonstrated ability to prepare nutritious foods suitable for children. • Instilled personal hygiene practices to children • Demonstrated feeding procedures • Worked within roles and responsibilities in a manner which accommodates and accepts individual differences of the elderly • Established and maintained appropriate relationship with the elderly & people with special needs • Provided appropriate support and assistance with the
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	<p>elderly's personal care needs & people with special needs</p> <ul style="list-style-type: none"> • Understood and adhered to own roles and responsibilities • Understood accountability and responsibility of supervisors and colleagues • Consulted with the elderly, including asking questions, observing, listening and suggesting • Recognized and understood the elderly's rights and personal preferences including the ability to list the elderly's preferences. • Demonstrated a non-judgmental attitude to the different emotional, psychological and spiritual needs of the elderly in all communications • Assisted in maintaining the well being of people with special needs • Assisted people with special needs to identify and meets their needs
<p>Underpinning Knowledge and Attitudes</p>	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • The Dependent Nature of Infants • Bathing Paraphernalia and ; Types, Uses, Specification • Procedures in Taking Vital Signs • Basic Care for Infant , children ,elderly and people with special need • Procedures in Bathing and Dressing/Undressing of infants& children • Infant and child nutritional requirement • Procedures in Feeding for infants and children • Types and Uses of Clothes and Underwear • Specifications and Uses of Non-Slip Rubber Mat • Hand Washing Procedures • Specifications of Different Types of Thermometer • Table Etiquette • Signs of Infants/Toddlers Distress • Proper Health Care of Children • Good Grooming • Cultural Practices and Beliefs about Food Provision • Impact of Foods and Drinks on Dental Health • Food Preparation ,Cooking & Storage • Procedures of bathing and dressing the elderly • Proper care of elders signs and symptoms of common illnesses(specific to their age) • Principles and procedures of medicine administration • Relevant plan of care, roles and responsibilities of caregiver • Relevant policies, protocols and practices of the certain

	<p>organizations in relation to services to the elderly</p> <ul style="list-style-type: none"> • Process of ageing • Different religious, cultural, spiritual, physical and ceremonial perspectives • Causes, implications and treatment of dementia and other elderly related conditions • Depending on the work, roles or services provided, specific knowledge of particular groups or issues may be required like: <ul style="list-style-type: none"> ➤ Alcohol and other drugs ➤ Cultural and linguistic diversity ➤ Risk of self harm ➤ Women ➤ Men ➤ Community education ➤ Mental health ➤ Major systems of the body • Relevant organizational policies and procedures and responsibilities within it • Relevant policies, protocols and practices of the organization in relation to own work activities • Basic knowledge of different types of disabilities and their effects on clients need • Understanding of support requirements for people with special needs • Different religious, cultural, spiritual, physical, specific knowledge of particular groups or issues may be required like the following: <ul style="list-style-type: none"> • Alcohol and other drugs • Legislative provision in relation to the rights of people with disabilities • Basic knowledge of human, social, psychological, cognitive and physical development • Relevant support equipment (and technologies) and related occupational health and safety requirements regarding their use • Impact of particular types of disability • Principles of empowerment/disempowerment in relation to people with special needs • Occupational health and safety guidelines • Cultural factors affecting people with special needs requirements • Understanding of regulations and guidelines governing the handling of medication
Underpinning Skills	<p>Demonstrate skills include:</p> <ul style="list-style-type: none"> • Comfort infants ,children ,elderly and people with special needs

	<ul style="list-style-type: none"> • Bathe and dress infants and children • Feed infants and children • Put infants to sleep • Enhance social, physical, intellectual, creative and emotional activities of infants and children • Cooking ,Preparing and storing Food • Menu Planning • Basic Measurements(weight ,height ,volume of fluids....) • Infant & Child feeding • Ability to establish and maintain a relationship that takes into account the elderly’s individual differences (e.g. age, abilities, disabilities, cultural background • Oral communication skills include asking questions, clarifying understanding of the elderly’s preferences and expressing encouragement in oral communication. Service/organization may require competence in English or native language, as required by the elderly. • Reading and writing skill (literacy competence) required to fulfill job roles as specified by employment organization/service. The level of skills may range from the ability to write short messages or a shopping list, to assist the elderly with banking, reading of mail, answering the phone, receiving messages etc. the employment service/organization may require competence in a language other than English, depending on job request • Basic counseling • Interpersonal skills appropriate to work with people with special needs • Oral communication skills (language skills) necessary to develop a trusting relationship with people with special needs. • Team work • Negotiation • Use of equipment • Interpersonal communication • Observation as required by job role • Assessment as required by job role
Resource Implications	<ul style="list-style-type: none"> • Access to equipment used for care of infant ,children, elderly & people with special needs • Relevant policies and procedures manuals • Organizational charts • Instructions for the use of equipment • A child care workplace elderly and ,special need care work place) • Facilities, equipment and materials relevant to the unit of

	competency
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. • Assessment may be conducted on more than one occasion to cover a variety of situations.

Occupational Standard: Health Care Giving Level II	
Unit Title	Provide Basic First Aid
Unit Code	HLT HCG2 14 0611
Unit Descriptor	This unit covers the skills and knowledge required to provide an initial response where First Aid is required. In this unit it is assumed that the First Aider is working under the supervision according to the established workplace First Aid procedures and policies.

Elements	Performance Criteria
1. Assess the situation	<p>1.1 Physical hazards to self and casualty's health and safety are identified.</p> <p>1.2 Immediate risks to self and casualty's occupational health safety (OSH) are minimized by controlling the hazard in accordance with OSH requirements.</p> <p>1.3 Casualty's vital signs and physical condition are assessed in accordance with the workplace procedures.</p>
2. Apply basic first aid techniques	<p>2.1 First Aid management is provided in accordance with the established First Aid procedures.</p> <p>2.2 Casualty is reassured in a caring and calm manner and made comfortable using the available resources.</p> <p>2.3 First Aid assistance is sought from others in a timely manner and as appropriate.</p> <p>2.4 Casualty's condition is monitored and responded to in accordance with the effective First Aid principles and workplace procedures.</p> <p>2.5 Details of casualty's physical condition, changes in conditions, management and response are accurately recorded in line with the organizational procedures.</p> <p>2.6 Casualty management is finalized according to his/her needs and First aid principles.</p>
3. Communicate details of the incident	<p>3.1 Appropriate medical assistance is requested using the relevant communication media and equipment.</p> <p>3.2 Details of casualty's condition and management activities are accurately conveyed to the emergency services/relieving personnel.</p> <p>3.3 Reports to supervisors are prepared in a timely manner, presenting all relevant facts according to the established company procedures.</p>

Variables	Range
First Aid Management	This may include but not limited to: <ul style="list-style-type: none"> • Workplace policies and procedures • Industry/site specific regulations, codes • OSH • State and territory workplace health and safety requirements • Allergies the casualty may have
Physical Hazards	This may include but not limited to: <ul style="list-style-type: none"> • Workplace hazards • Environmental hazards • Proximity of other people • Hazards associated with casualty management processes
Risks May include but not limited to:	<ul style="list-style-type: none"> • Worksite equipment, machinery and substances • Environmental risks • Bodily fluids • Risk of further injury to the casualty • Risk associated with the proximity of the others and bystanders
Casualty's Condition May include but not limited to:	<ul style="list-style-type: none"> • Abdominal injuries • Allergic reactions • Bleeding • Burns-thermal, chemical, friction, electrical • Cardiac conditions • Chemical contamination • Cold injuries • Crush injuries • Dislocations • Drowning • Eye injuries • Fractures • Head injuries • Epilepsy • Minor skin injuries • Neck and spinal injuries • Needle stick injuries • Poisoning and toxic substances • Shock • Smoke inhalation • Choking • Chest injuries • Animal bite • Foreign body

Equipment and Resources	<ul style="list-style-type: none"> • Defibrillation units • Pressure bandages • Thermometers • B/P apparatus • Stethoscope • Splint • Stretcher • Suturing set • First Aid Kit • Eyewash • Thermal Blankets • Pocket Face Masks • Rubber Gloves • Dressing • Space Device • Cervical Collars
	<ul style="list-style-type: none"> • Mobile phone • Satellite phones • HF/VHF radio • Flags • Flares • Two-way radio • Email • Electronic equipment
Vital signs	<ul style="list-style-type: none"> • Breathing • Circulation(pulse) • Temperature • Blood pressure • Consciousness
First Aid Principles	<ul style="list-style-type: none"> • Checking the site for danger to self, casualty and others and minimizing the danger • Checking and maintaining the casualty's Airways, Breathing and Circulation

Evidence Guide

Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Complied with institutional requirements, OSH laws infections control and manual handling procedures and relevant health organizations. • Identified physical hazards of the casualty and minimized immediate risks. • Assessed and monitored the physical condition of the casualty. • Responded to emergency using basic life support
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	<p>measures(ABC of life)</p> <ul style="list-style-type: none"> • Provided initial response where First aid is required. • Dealt with complex casualties or incident. • Prepared reports to concerned personnel in a timely manner.
Underpinning Knowledge and Attitudes	<p>Essential knowledge and attitudes include the ability on:</p> <ul style="list-style-type: none"> • Basic anatomy and physiology • Knowledge of different patient position • Company standard operating procedures (SOPs) • Dealing with confidentiality • Knowledge of the First Aider's skills limitations • OSH legislation and regulations • How to gain access to and interpret material safety data sheets
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> • Resuscitation(ABC of life) • Safe manual handling of casualty • Consideration of the welfare of the casualty • Report preparation • Communication skills • Ability to interpret and use listed documents
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Access to relevant work station • Relevant institutional policy, guidelines, procedures and protocols • Equipment and materials relevant to the proposed activities
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning

Occupational Standard: Health Care Giving Level II	
Unit Title	Demonstrate Work Values
Unit Code	HLT HCG2 15 0611
Unit Descriptor	This unit covers the knowledge, skills, and attitude in demonstrating proper work values.

Element	Performance Criteria
1. Define the purpose of work	<p>1.1 One's unique sense of purpose for working and the 'whys' of work are identified, reflected on and clearly defined for one's development as a person and as a member of society.</p> <p>1.2 Personal mission is completed in harmony with company's values</p>
2. Apply work values/ethics	<p>2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines.</p> <p>2.2 Work practices are undertaken in compliance with the industrial work ethical standards, organizational policy and guidelines.</p> <p>2.3 Personal behavior and relationships with co-workers and/or clients are conducted in accordance with the ethical standards, policy and guidelines.</p> <p>2.4 Company resources are used in accordance with the transparent company ethical standard, policies and guidelines.</p>
3. Deal with ethical problems	<p>3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied in accordance with the transparent company ethical standard, policies and guidelines.</p> <p>3.2 Work incidents/situations are reported and/or resolved in accordance with the company protocol/guidelines.</p> <p>3.3 Resolution and/or referral of ethical problems identified are used as learning opportunities.</p>
4. Maintain integrity of conduct in the workplace	<p>4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values.</p> <p>4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.</p> <p>4.3 Company values/practices are shared with co-workers using appropriate behavior and language.</p>

Variable	Range
Work values/ethics/concepts	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> • Commitment/ Dedication • Sense of urgency • Sense of purpose • Love for work • High motivation • Orderliness • Reliability and Dependability • Competence • Goal-oriented • Sense of responsibility • Being knowledgeable • Loyalty to work/company • Sensitivity to others • Compassion/Caring attitude • Balancing between family and work • Sense of nationalism
Work practices	<ul style="list-style-type: none"> • Quality of work • Punctuality • Efficiency • Effectiveness • Productivity • Resourcefulness • Innovativeness/Creativity • Cost consciousness • 5S • Attention to details
Incidents/situations	<ul style="list-style-type: none"> • Gambling • Use of prohibited substances • Pilferages • Damage to person or property • Vandalism • Falsification • Bribery • Sexual Harassment • Blackmail • Violent/intense dispute or argument
Company resources	<ul style="list-style-type: none"> • Consumable materials • Equipment/Machineries • Human • Time • Financial resources
Instructions	<ul style="list-style-type: none"> • Verbal • Written

Evidence Guide

Critical Aspects of Competence	<p>A candidate must able to :</p> <ul style="list-style-type: none"> • Define one's unique sense of purpose for working • Clarify and affirm work values/ethics/concepts consistently in the workplace • Demonstrate work practices satisfactorily and consistently in compliance with industry work ethical standards, organizational policy and guidelines
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	<ul style="list-style-type: none"> • Demonstrate personal behavior and relationships with co-workers and/or clients consistent with ethical standards, policy and guidelines • Used company resources in accordance with company ethical standard, policies and guidelines. • Follow company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct/behavior
Underpinning Knowledge	<ul style="list-style-type: none"> • Occupational health and safety • Work values and ethics • Company performance and ethical standards • Company policies and guidelines • Fundamental rights at work including gender sensitivity • Work responsibilities/job functions • Corporate social responsibilities • Company code of conduct/values • Balancing work and family responsibilities
Underpinning Skills	<ul style="list-style-type: none"> • Interpersonal skills • Communication skills • Self awareness, understanding and acceptance • Application of good manners and right conduct
Resource Implications	<p>The following resources must be provided.</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • Specifications and work instructions
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
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 competencies relevant to the job function.</p>

Occupational Standard: Health Care Giving Level II	
Unit Title	Participate in workplace communications
Unit Code	HLT HCG2 16 0611
Unit Descriptor	<p>This competency standard covers the process of effectively participating in workplace communications. It requires the ability to follow simple spoken messages, perform routine workplace duties, follow simple written notices, obtain and provide information in response to workplace requirements, complete relevant work related documents, and participate in workplace meetings and discussions.</p> <p>Participating in workplace communications requires an understanding of different modes of communication, basic mathematical processes, and knowledge of communication procedures and systems and technology relevant to the enterprise and the individual's work responsibilities.</p>

Element	Performance Criteria
1. Follow routine spoken messages	<p>1.1 Required information is gathered by listening, and is correctly interpreted.</p> <p>1.2 Instructions/procedures are followed in appropriate sequence for tasks and in accordance with the information received.</p> <p>1.3 Clarification is sought from workplace supervisor on all occasions when any instruction/procedure is not understood.</p>
2. Perform workplace duties following routine written notices	<p>2.1 Written workplace notices and instructions are read and interpreted correctly.</p> <p>2.2 Routine written instructions/procedures are followed in sequence.</p> <p>2.3 Clarification is sought from workplace supervisor on all occasions when any instruction/procedure is not understood.</p>
3. Obtain and provide information in response to workplace requirements	<p>3.1 Specific, relevant information is obtained.</p> <p>3.2 Important information is interpreted correctly.</p> <p>3.3 Information is written completely, accurately and legibly.</p> <p>3.4 Sources of required information are identified and appropriate contact is established.</p> <p>3.5 Personal interaction is courteous and inquiries are carried out clearly and concisely.</p> <p>3.6 Defined workplace procedures for the location and</p>

	storage of information are used.
4. Complete relevant work related documents	<p>4.1 Range of forms relating to conditions of employment is completed accurately and legibly.</p> <p>4.2 Workplace data is recorded on standard workplace forms and documents.</p> <p>4.3 Basic mathematical processes are used for routine calculations.</p> <p>4.4 Errors in recording information on forms/documents are identified and rectified.</p> <p>4.5 Reporting requirements to supervisor are completed according to the enterprise guidelines</p>
5. Participate in workplace meetings and discussions	<p>5.1 Team meetings are attended on time.</p> <p>5.2 Own opinions are clearly expressed and those of others are listened to without interruption.</p> <p>5.3 Meeting inputs are done consistent with the meeting purpose and established protocols.</p> <p>5.4 Workplace interactions are conducted in a courteous manner appropriate to cultural background and authority in the enterprise procedures.</p> <p>5.5 Questions about simple routine workplace procedure and matters concerning conditions of employment are asked and responded to.</p> <p>5.6 Meeting outcomes are interpreted and implemented.</p>

Variable	Range statement
Notices may be:	<ul style="list-style-type: none"> • Instructions, labels, symbols, signs, tables, simple graphs, personnel information, notes, rosters, safety material, dockets with customer/client details, messages, enterprise specific data, and industry network details.
contact may include;	<ul style="list-style-type: none"> • Suppliers, industry bodies, local government, regulatory bodies, trade personnel, training personnel, contractors and advisers.
Interaction with others be:	<ul style="list-style-type: none"> • Efficiently, effectively, responsively, courteously and supportively, using correct forms of greeting, identification and address as required, and presenting the enterprise in a positive way.
Forms of data storage	<ul style="list-style-type: none"> • may be manual or computer based filing systems
workplace forms may be included:	<ul style="list-style-type: none"> • Personnel forms telephone message forms, safety reports and work rosters.

work groups and teams	<ul style="list-style-type: none"> • Formal and informal groups/teams, small and large groups/teams and teams based on work function, level of supervision, work rosters or other
Routine workplace measures may be:	<ul style="list-style-type: none"> • Estimates and calculations of pay leave entitlements, workplace allowances, materials usage, product characteristics (length, weight, capacity, time, temperature, stock numbers and age), product tallies, and packing and storing of stock/product.
Basic mathematical Processes include:	<ul style="list-style-type: none"> • Addition, subtraction, multiplication and division.
Protocols may be:	<ul style="list-style-type: none"> • Observing meeting convention, compliance with meeting decisions, and obeying meeting instructions.
for workplace interaction may be:	<ul style="list-style-type: none"> • Courtesy requirements, discretion, confidentiality, and structured follow-up procedures.
Workplace interactions may be:	<ul style="list-style-type: none"> • Verbal discussions including face to face, telephone, electronic and two-way radio, written including electronic, memos, instructions and forms, and non-verbal including gestures, signals, signs and diagrams.
Enterprise requirements may be:	<ul style="list-style-type: none"> • Clear and concise organization, defined procedures for storage, and accurate and legible recording.
Personal presentation standards may be:	<ul style="list-style-type: none"> • Dress requirements for personal safety in the working environment, the wearing or use of personal protective equipment, personal and workplace hygiene and personal presentation for safety, e.g., the need to cover long hair or remove jewelry.
forms of communication may be:	<ul style="list-style-type: none"> • Face to face, telephone, written means, computers-mail, facsimile, 2-way radio, mobile phone, attendance at industry forums, paging systems and answering machines.

Evidence Guide

Critical Aspects of Competence	<p>Participating in workplace communications in the workplace requires:</p> <ul style="list-style-type: none"> • Different modes of communication. • Written communication • Gather and provide information in response to workplace requirements. • Complete relevant work related documents.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Effective communication. • Different modes of communication. • Written communication. • Effective communication in a work team.

	<ul style="list-style-type: none"> • Communication procedures and systems, and technology relevant to the enterprise and the individual's work responsibilities. • OHS legislative requirements and Codes of Practice.
Underpinning Skills	<p>Ability to:</p> <ul style="list-style-type: none"> • Follow simple spoken messages • Perform routine workplace duties following simple written notices. • Gather and provide information in response to workplace requirements. • Complete relevant work related documents. • Estimate, calculate and record routine workplace measures. • Participate in workplace meetings and discussions. • Communicating ideas and information with supervisor and others. • Collect, analyze and organize information by obtaining various workplace documents and processing them accordingly. • Plan and organize activities • Working with others and in teams • Solve problems in emergencies or communication breakdown, technical problems may arise requiring simple solutions. • Use technology equipment such as calculators, computers, telephones and radios to communicate and calculate.
Resources Implication	<p>The following resources must be provided.</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • Specifications and work instructions
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>Competency may be assessed in the work place or in a simulated work place setting. This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Health Care Giving Level II	
Unit Title	Work in Team Environment
Unit Code	HLT HCG2 17 0611
Unit Descriptor	This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

Elements	Performance Criteria
1. Describe team role and scope	<p>1.1 The role and objective of the team are identified from available sources of information.</p> <p>1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources.</p>
2. Identify own role and responsibility within team	<p>2.1 Individual role and responsibilities within the team environment are identified.</p> <p>2.2 Roles and responsibility of other team members are identified and recognized.</p> <p>2.3 Reporting relationships within team and external to team are identified.</p>
3. Work as a team member	<p>3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members who contribute to know team activities and objectives.</p> <p>3.2 Effective and appropriate contributions are made to complement team activities and objectives based on individual skills, competencies and workplace context.</p> <p>3.3 Protocols are observed in reporting using standard operating procedures.</p> <p>3.4 The development of team work plans is done based on an understanding of team's role and objectives and individual competencies of the members.</p>

Variable	Range
Role and objective of team	<ul style="list-style-type: none"> • Work activities in a team environment with enterprise or specific sector • Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment

Sources of information	<ul style="list-style-type: none"> • Standard operating and/or other workplace procedures • Job procedures • Machine/equipment manufacturer's specifications and instructions • Organizational or external personnel • Client/supplier instructions • Quality standards • OHS and environmental standards
Workplace context	<ul style="list-style-type: none"> • Work procedures and practices • Conditions of work environments • Legislation and industrial agreements • Standard work practice including the storage, safe handling and disposal of chemicals • Safety, environmental, housekeeping and quality guidelines

Evidence Guide	
Critical aspects of competence	<p>A candidate must able to :</p> <ul style="list-style-type: none"> • Operate in a team to complete workplace activity • Work effectively with others • Convey information in written or oral form • Select and used appropriate workplace language • Follow designated work plan for the job • Report outcomes
Underpinning Knowledge and Attitude	<ul style="list-style-type: none"> • Communication process • Team structure • Team roles • Group planning and decision making
Underpinning Skills	<ul style="list-style-type: none"> • Communicate appropriately, consistent with the culture of the workplace
Resource Implications	<p>The following resources MUST be provided.</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • Specifications and work instructions
Assessment Methods	<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</p>

	knowledge.
Context for 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 competencies relevant to the job function.

Occupational Standard: Health Care Giving Level II	
Unit Title	Apply Continuous Improvement Processes (Kaizen)
Unit Code	HLT HCG2 18 1012
Unit Descriptor	This unit of competence covers the exercise of good workplace practice and effective participation in quality improvement teams. Personnel are required to ensure the quality and integrity of their own work, detect non-conformances and work with others to suggest improvements in productivity and quality.

Elements	Performance Criteria
1. Satisfy quality system requirements in daily work	1.1 Access information on quality system requirements for own job function 1.2 Record and report quality control data in accordance with quality system 1.3 Follow quality control procedures to ensure products, or data, are of a defined quality as an aid to acceptance or rejection 1.4 Recognize and report non-conformances or problems 1.5 Conduct work in accordance with sustainable energy work practices 1.6 Promote sustainable energy principles and work practices to other workers
2. Analyze opportunities for corrective and/or optimization action	2.1 Compare current work practices, procedures and process or equipment performance with requirements and/or historical data or records 2.2 Recognize variances that indicate abnormal or sub-optimal performance 2.3 Collect and/or evaluate batch and/or historical records to determine possible causes for sub-optimal performance 2.4 Use appropriate quality improvement techniques to rank the probabilities of possible causes
3. Recommend corrective and/or optimization actions	3.1 Analyze causes to predict likely impacts of changes and decide on the appropriate actions 3.2 Identify required changes to standards and procedures and training 3.3 Report recommendations to designated personnel

4. Participate in the implementation of recommended actions	<p>4.1 Implement approved actions and monitor performance following changes to evaluate results</p> <p>4.2 Implement changes to systems and procedures to eliminate possible causes</p> <p>4.3 Document outcomes of actions and communicate them to relevant personnel</p>
5. Participate in the development of continuous improvement strategies	<p>5.1 Review all relevant features of work practice to identify possible contributing factors leading to sub-optimal performance</p> <p>5.2 Identify options for removing or controlling the risk of sub-optimal performance</p> <p>5.3 Assess the adequacy of current controls, quality methods and systems</p> <p>5.4 Identify opportunities to continuously improve performance</p> <p>5.5 Develop recommendations for continual improvements of work practices, methods, procedures and equipment effectiveness</p> <p>5.6 Consult with appropriate personnel to refine recommendations before implementation of approved improvement strategies</p> <p>5.7 Document outcomes of strategies and communicate them to relevant personnel</p>

Variable	Range
Quality control procedures	<p>Quality control procedures may include:</p> <ul style="list-style-type: none"> • standards imposed by regulatory and licensing bodies • enterprise quality procedures • working to a customer brief or batch card and associated quality procedures • checklists to monitor job progress against agreed time, costs and quality standards • preparation of sampling plans • the use of hold points to evaluate conformance • the use of inspection and test plans to check compliance
Methods for statistical analysis	<p>Methods for statistical analysis may include:</p> <ul style="list-style-type: none"> • means • median • mode • ranges • standard deviations • statistical sampling procedures

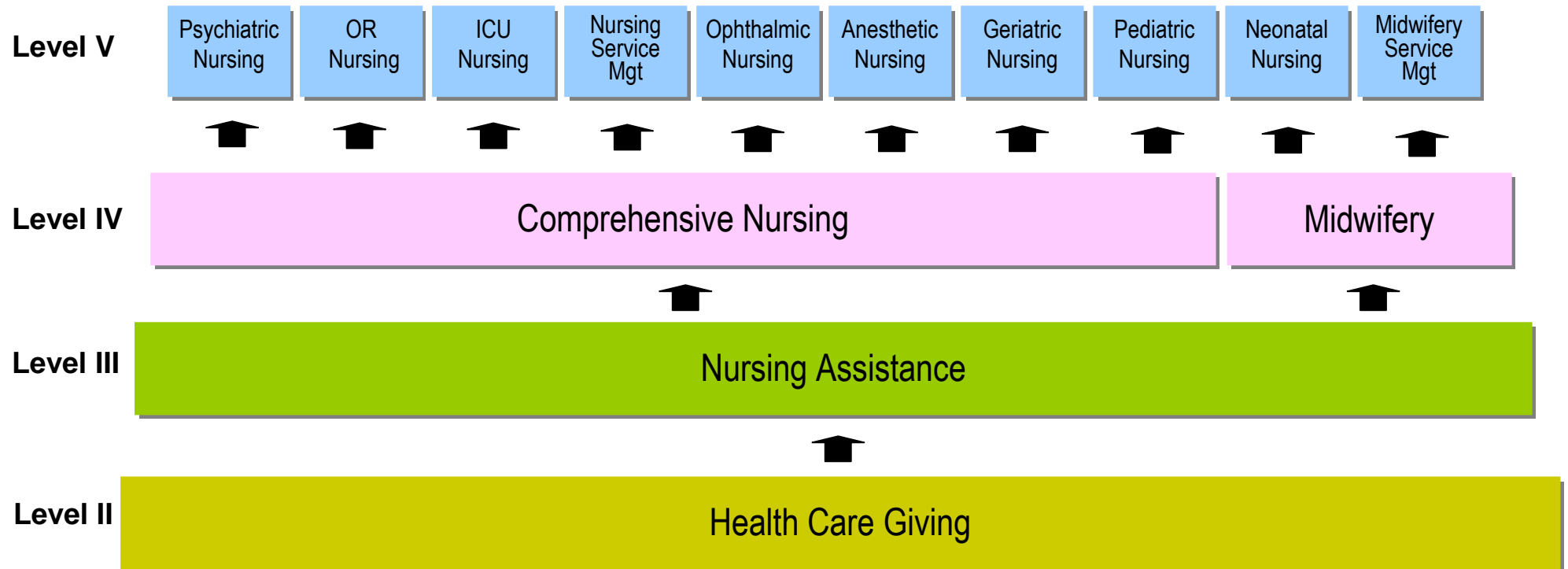
Problem solving techniques	<p>Problem solving techniques may include:</p> <ul style="list-style-type: none"> • identifying inputs and outputs • sequencing a process • identifying and rectifying a problem step • root cause analysis • implementing preventative strategies
Quality improvement tools and techniques	<p>Quality improvement tools and techniques may include:</p> <ul style="list-style-type: none"> • run charts, control charts, histograms and scattergrams to present routine quality control data • plan, do, check, act (PDCA) • Ishikawa fishbone diagrams and cause and effect diagrams • logic tree • similarity/difference analysis • Pareto charts and analysis • force field/strength weakness opportunities threats (SWOT) analysis
Sustainable energy principles and work practices	<p>Sustainable energy principles and work practices may include:</p> <ul style="list-style-type: none"> • examining work practices that use excessive electricity • switching off equipment when not in use • regularly cleaning filters • insulating rooms and buildings to reduce energy use • recycling and reusing materials wherever practicable • minimizing process waste
Relevant personnel	<p>Communication to relevant personnel may involve:</p> <ul style="list-style-type: none"> • supervisors, managers and quality managers • administrative, laboratory and production personnel • internal/external contractors, customers and suppliers
Reporting	<p>Reporting may include:</p> <ul style="list-style-type: none"> • verbal responses • data entry into laboratory or enterprise database • brief written reports using enterprise proformas
Quality improvement opportunities	<p>Quality improvement opportunities could include improved:</p> <ul style="list-style-type: none"> • production processes • hygiene and sanitation procedures • reductions in waste and re-work • laboratory layout and work flow • safety procedures • communication with customers • methods for sampling, testing and recording data
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through regional or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of

	<p>samples and require standard precautions to be applied</p> <ul style="list-style-type: none"> • where relevant, users should access and apply current industry understanding of infection control issued by the Ministry of Health
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Evidence Guide	
Critical Aspects of Competence	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • use the enterprise's quality systems and business goals as a basis for decision making and action • apply all relevant procedures and regulatory requirements to ensure the quality and integrity of the products/services or data provided • apply and promote sustainable energy principles and work practices • detect non-conforming products or services in the work area • follow enterprise procedures for documenting and reporting information about quality • contribute effectively within a team to recognize and recommend improvements in productivity and quality • apply effective problem solving strategies • implement and monitor improved practices and procedures
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • specifications for laboratory products and services in the candidate's work area • quality requirements associated with the individual's job function and/or work area • scientific and technical knowledge underpinning the processes, procedures, equipment and instrumentation associated with the candidate's work tasks and duties • workplace procedures associated with the candidate's regular technical duties • sustainable energy principles • relevant health, safety and environment requirements • layout of the enterprise, divisions and laboratory • organizational structure of the enterprise • lines of communication • role of laboratory services to the enterprise and customers • methods of making/recommending improvements • Standards, procedures and/or enterprise requirements
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • applying problem solving techniques and strategies • applying statistical analysis and statistical sampling procedures

	<ul style="list-style-type: none"> • detecting non-conforming products or services in the work area • documenting and reporting information about quality • contributing effectively within a team to recognize and recommend improvements in productivity and quality • implementing and monitoring improved practices and procedures • organizing, prioritizing activities and items • reading and interpreting documents describing procedures • recording activities and results against templates and other prescribed formats • working with others
Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the candidate • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies • enterprise quality manual and procedures • quality control data/records • customer complaints and rectifications
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 • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • verified reports of improvements suggested and implemented by the candidate individually <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	Competence may be assessed in the work place or in a simulated workplace setting / environment.

Sector: Health
Sub-Sector: Nursing Care



Acknowledgement

We wish to extend thanks and appreciation to the many representatives of business, industry, academe and government agencies who donated their time and expertise to the development of this occupational standard.

We would like also to express our appreciation to the Experts of Ministry of Health, Ministry of Education (MoE) and Engineering Capacity Building Program (ecbp) who made the development of this occupational standard possible.

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