

Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD



INTENSIVE CARE UNIT
NURSING



NTQF Level V



*Ministry of Education
June 2011*

Introduction

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

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

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

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

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

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

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

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

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UNIT OF COMPETENCE CHART

Occupational Standard: Intensive Care Unit Nursing		
Occupational Code: HLT ICN		
NTQF Level V		
HLT ICN5 01 0611 Plan, Monitor, Supervise, Coordinate and Evaluation ICU Service	HLT ICN5 02 0611 Practice in the Critical Care Environment	HLT ICN5 03 0611 Operate and Manage ICU Machines
HLT ICN5 04 0611 Implement Specialist Access and Egress Procedures	HLT ICN5 05 0611 Insure High Quality Infection Prevention Standard	HLT ICN5 06 0611 Communicate in Complex or Difficult Situations
HLT ICN5 07 0611 Develop a Disaster Plan	HLT ICN5 08 0611 Identify and Perform the Fundamental Ethical Standards and Values	HLT ICN5 09 0611 Manage quality
HLT ICN5 10 0611 Contribute to Policy Development	HLT ICN5 11 0611 Facilitate and Capitalize on Change and Innovation	HLT ICN5 12 0611 Develop and Implement Strategies to Enhance Client Safety
HLT ICN5 13 0611 Maintain Effective Health Work Environment	HLT ICN5 14 0611 Establish and Conduct Business Relationships	HLT ICN5 15 1012 Develop and Refine Systems for Continuous Improvement in Operations

Occupational Standard: Intensive Care Unit Nursing Level V	
Unit Title	Plan, Monitor, Supervise, Coordinate and Evaluate ICU Service
Unit Code	<u>HLT ICN5 01 0611</u>
Unit Descriptor	This unit describes the knowledge and skills required to plan, manage and monitor Intensive Care Nursing.

Elements	Performance Criteria
1. Develop plan for Intensive Care Nursing health program	<p>1.1 Intensive Care nursing care program is planed as part of the organizational health care system.</p> <p>1.2 Strategic plans are accessed and priorities/issues are identified for the program.</p> <p>1.3 Intensive Care Nursing priorities are identified in consultation with the family or significant others.</p> <p>1.4 Work plan is prepared to address the organizational and client' s priorities.</p> <p>1.5 Budget implications are identified and solicited by funding to the implement the plan.</p>
2. Manage the plan	<p>2.1 Intensive Care nursing system is managed as per the guide line of the health industry.</p> <p>2.2 Clients received Intensive Care nursing as per the standard.</p> <p>2.3 Adequate follow-up is implemented during management.</p> <p>2.4 Resources are utilized efficiently.</p> <p>2.5 Relevant existing resources are identified for the implementation of the program.</p> <p>2.6 Holistic and culturally sensitive health issues are ensured accordingly.</p>
3. Monitor the program	<p>3.1 The ongoing Intensive Care nursing systems are monitored and evaluated periodically as per the institutional guide line</p> <p>3.2 Intensive Care nursing provision is ensured accordingly.</p> <p>3.3 Resource utilization is monitored as per the plan and organizational policy.</p> <p>3.4 Appropriate and corrective measures were taken to solve the problems encountered.</p>

Variables	Range
Resources may include but not limited to:	<ul style="list-style-type: none"> • Health facility • Required human resources (e.g. medical and surgical team, support staff) • Medical equipments: <ul style="list-style-type: none"> ▪ Incubator, ▪ Pulse oxymeter, ▪ Cardiac monitor, ▪ Oxygen source , ▪ Heater, ▪ Oxygen mask, ▪ Ambu bag, ▪ Suction tube , ▪ NG tube, etc. • Financial resource
Stake holder	<ul style="list-style-type: none"> • Family ,significant other ,MOH, and other agencies working on critically ill health
Strategic plans may include:	<ul style="list-style-type: none"> • Health strategic or development plans • Government strategic plans • Organizational strategy plans
Holistically	<ul style="list-style-type: none"> • Is health service which includes social cultural, spiritual, physical and others?
Resources	human, financial and physical
Client	<ul style="list-style-type: none"> • Neonate • Family
Plans may include	<ul style="list-style-type: none"> • Team/ individual plans • Operational plans • Sector plans • Annual plans • Other planning documents

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit</p> <ul style="list-style-type: none"> • Develop plan for Intensive Care nursing program • Manage the plan • Monitor the program
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Principles of planning and monitoring Intensive Care nursing system, including risk assessment

	<ul style="list-style-type: none"> • Leadership in Intensive Care nursing, relevant organizational policy and guideline development components and principles. • Techniques in developing plan of action. • Theories, principles and concepts of Intensive Care nursing • Client networking, financing, cost estimation and planning process • Local client Health Plans
Underpinning Skills	<p>Essential skills includes:</p> <ul style="list-style-type: none"> • Communication skill • Specialized Intensive Care nursing skills • Research skill • Intensive Care unit equipments operation skill • Problem solving skills
Resource Implications	<p>Access to equipment and resources and space, assessment takes place away from the work place; simulations should be used to represent workplace conditions as closely as possible.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training providers or employers) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Intensive Care Unit Nursing Level V	
Unit Title	Practice in the Critical Care Environment
Unit Code	HLT ICN5 02 0611
Unit Descriptor	This unit of competency describes the skills and knowledge required to provide nursing care more effectively and efficiently within the critical care environment. Work is performed within a defined range of functions and known routines and procedures, and in coordination with the critical care team. The work requires a range of well developed skills where discretion and judgment is required, and individuals take responsibility for the quality of their outputs. All activities are carried out in accordance with the organizational policies, procedures and <i>Occupational Health and Safety (OHS) guidelines</i> .

Elements	Performance Criteria
1. Determine health status of patients with acute and/or chronic critical illness	<p>1.1 A holistic health assessment is carried out using a range of <i>assessment tools</i> and accurate patient information is collected in accordance with the health unit policy.</p> <p>1.2 Significant alterations are identified in patient's health status and a nursing care plan is developed based on the understanding of the pathophysiology of underlying <i>critical condition</i>.</p> <p>1.3 Possible factor(s) impacting on patient health status are ascertained and <i>specific nursing interventions</i> applicable to the patient are carried out.</p> <p>1.4 The patient's nursing care and other needs to other members of the health care team are evaluated and interpreted as needed.</p> <p>1.5 The patient's knowledge regarding his or her condition, self management and individual treatment regime is clarified.</p> <p>1.6 The psychosocial needs of the patient and family or significant others are taken into consideration in planning care of the patient in the critical care environment</p>
2. Contribute to multidisciplinary health care team in caring for patients in the critical care environment	<p>2.1 Emergency service personnel, referring agencies and other hospital department staff are Interacted as part of the health care team.</p> <p>2.2 The role of specialist nursing and medical services is Understood in the care of critically ill patients and in collaborate with other members of the multi-disciplinary team to maintain continuity of care.</p> <p>2.3 All factors which have impact on the patient's situation, including the physical, psychological, social and economic</p>

	<p>aspects identified</p> <p>2.4 Relevant members of the health care team are communicated with and the collected data is reviewed.</p>
3. Plan nursing care in consultation/ collaboration with the health care team	<p>3.1 Nursing care plan is ensured to meet the specific critical care patient requirements in accordance with the health unit policy.</p> <p>3.2 Care plan is ensured to reflect patient's current nursing needs and nursing actions that maximize their physical function and minimize potential complications.</p> <p>3.3 The understanding of risk management practice is applied in planning patient 's care.</p> <p>3.5 Identify patient requirements for health promotion and education in the nursing care plan in conjunction with patient and significant other/s</p> <p>3.6 Modify plan of care to reflect changes in patient condition</p>
4. Perform complex nursing interventions to assist the critically ill patient to attain and maintain optimal health	<p>4.1 Nursing interventions are prioritized according to patient needs.</p> <p>4.2 Nursing interventions are modified using critical thinking and problem solving approaches, to reflect changes in patient's condition.</p> <p>4.3 Nursing interventions are performed, including health promotion and/or education to assist patients and significant other/s achieve the expected outcomes.</p> <p>4.4 Nursing interventions are monitored and revised to address the changing patient's needs in collaboration with the health care team.</p> <p>4.5 Pre-, intra- and post-diagnostic interventions are carried out in line with the organizational policies and procedures.</p> <p>4.6 Medication is administered based on the sound knowledge of pharmacodynamics in accordance with the health unit policies and procedures.</p> <p>4.7 Own actions are accounted for using ethical, legally appropriate practice and correct documentation.</p> <p>4.8 Individual culture and religious practice are respected in carrying out diagnostic and therapeutic interventions.</p> <p>4.9 Holistic care of the patients is always practiced by respecting their dignity and autonomy, and considering the needs of the patient's family as an important element of that care.</p>
5. Evaluate the effectiveness of	5.1 Responses of patient are identified to the nursing interventions; interventions are modified and documented

nursing interventions and planned care for critically ill patients	<p>as needed, in accordance with the health unit policy.</p> <p>5.2 The aware of community resources is ensured to patient and significant other/s to access them.</p> <p>5.3 Patient and significant other's understanding of the patient's condition and ongoing management are evaluated prior to discharge.</p> <p>5.4 Patient's acceptance of specific <i>health promotion initiatives</i> is evaluated prior to discharge.</p> <p>5.5 The understanding of identified significant other/s is assessed and reviewed in relation to the current condition of patient and their ongoing management.</p>
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Variables	Range
Occupational Health and Safety (OHS)	<ul style="list-style-type: none"> • Ensure that your own health and hygiene does not pose a threat to others • Wear correct personal protective clothing appropriate to Intensive care environment • Use correct handling techniques of assessing intensive care environment • Store equipment and materials appropriately • Deal with spillages and disposal of waste according to standards and guide lines.
Assessment tools may include, but not limited to	<ul style="list-style-type: none"> • Vital sign measuring equipments: BP apparatus, thermometer, Pulse oxymeter, Cardiac monitor, central venous pressure monitor (CVP manometer) • Stethoscope • Penlight or examination torch • Otoscope, Laryngoscope • Spatula or tongue depressor • Glucometer • Blood gas analysis kit, • ECG machine, • Recording and reporting formats
Multidisciplinary health care team members include:	<ul style="list-style-type: none"> • Medical staff or physician • Nursing staff • Physiotherapists • Dietician or nutritionist • Laboratory technicians, • Radiographer, radiologist • Occupational therapists • Psychologist or counselor

	<ul style="list-style-type: none"> • Social workers • Chaplain or other spiritual support person or group • Speech pathologists • Support staff: cleaners, porters, laundry and kitchen staff • Paramedic staff • Hospital administration staff • Switchboard operators • Communication liaison between health institutions 		
Critically ill patient refers to	<p>People with diverse and special needs of care, requiring support for one or more vital body functions. They may include</p> <ul style="list-style-type: none"> • Surgical • Medical • Cardiovascular • Obstetric • Pediatric • Neonatal • Geriatric • Psychiatric and other patients. 		
Critical condition may be actual or potential and includes, but is not limited to:	<ul style="list-style-type: none"> • Respiratory failure • Cardiac failure • Increased intracranial pressure • Altered state of consciousness • Altered/impaired gas exchange • Inability to clear secretions • Electrolyte imbalance • Altered/impaired fluid balance • Vessel occlusion (cardiac, pulmonary, cerebral or peripheral) • Arrhythmia • Shock • Sepsis • Hemorrhage • Single or multiple organ dysfunction and failure • Death 		
Nursing interventions may include:	<ul style="list-style-type: none"> • Comprehensive physical assessment including analysis of laboratory and other data • Frequent monitoring and documentation of vital signs • Changing invasive drains and dressings • Central Venous Catheter Management • under water seal drain management • Arterial line management 		
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	<ul style="list-style-type: none"> • Administering emergency medications • Modified advanced life support • cough CPR and pre-cordial thump • assistance with meeting activities of daily living • medication administration and management • Instruction in and encouragement of deep breathing and coughing exercises • Assisting with the insertion of invasive devices • Administration of medication, • Transfusion of IV fluids, blood and blood products • Arterial blood gas sampling and analysis • Promoting passive and active exercises • Positioning, pressure area care, wound care • Pain assessment and management • Administration of non-invasive ventilation – CPAP and Biped • Oxygen administration • Tracheal suction via an E TT or Tracheotomy • Feeding via enteral and parenteral routes • Facilitating diagnostic procedures • Management of elimination (urinary and bowel) needs including – insertion of indwelling catheters, irrigation of indwelling catheters • Management of permanent and temporary mechanical ventilation including suctioning and bagging
Health promotion goals / outcomes may include	<ul style="list-style-type: none"> • Exercise • Nutrition • Weight Loss • Diabetes Management • Hypertension Control • Stress Management • Smoking, Alcohol & Drugs • Regaining mobility and promoting maximum functionality with deficits • Physical, occupational and social rehabilitation
Plans of care may include	<ul style="list-style-type: none"> • Nursing care plans • Clinical pathways • Treatment plans • Medical notes • Rehabilitation

	<ul style="list-style-type: none"> • Community referrals • Health teaching • Discharge plans • Rehabilitation plans
Legal and ethical issues include	<ul style="list-style-type: none"> • Rights and responsibilities • Consent • Power of attorney • Advanced care directives • Advocacy • Restraint • Ethical principles • Legislation affecting critical care patients

Evidence Guide	
Critical Aspects of Competence	<ul style="list-style-type: none"> • The individual being assessed must provide evidence of specified essential knowledge as well as skills • Observation of performance in a work context is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of workplace situations, should occur on more than one occasion and be assessed by a nurse manager or clinical nurse instructor
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of :</p> <ul style="list-style-type: none"> • Knowledge of anatomy, physiology and pathophysiology related to critical care issues • knowledge in the clinical manifestations of critical disease states • knowledge and execution relating to emergency care of patients in critical care environment • Principles of health assessment • Legislative requirements for practice • Medical terminology • Organization policy and procedure • Workplace health and safety legislation • Documentation practice • Infection control • Reflective practice • Critical thinking and problem solving • Nursing procedures relevant to caring for patients with life-threatening or potentially life threatening conditions • Basic and advanced life support post cardiac or respiratory

	<p>arrest</p> <ul style="list-style-type: none"> • Cardiac rehabilitation • Factors influencing growth and development • Factors influencing self esteem • Culturally appropriate health promotion activities for patients • Cultural and spiritual beliefs and practices • Professional standards of practice
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> • Participating as a member of the health care team • Communication under complex and emotionally intense circumstances • Empathy and compassion to patient and significant others • Analytical and critical thinking • Accountability for personal outputs and broad patient group outcomes • Use of Information Technology systems • Complex nursing interventions specific to critical care environment • The use of medical technological equipment • Applying clinical nursing skills, including assessment, observation and documentation relating to the nursing management of critically ill patients and emergencies • Applying professional standards of practice
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped assessment location with necessary tools and equipment as well as consumable materials • Approved assessment tools • Certified assessor /Assessor's panel
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training providers or employers) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>

Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.
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Occupational Standard: Intensive Care Nursing Level V	
Unit Title	Operate and Manage ICU Machines
Unit Code	HLT ICN5 03 0611
Unit Descriptor	This unit of competence describes the knowledge and skill required to operate, maintain and manage ICU machines (equipment) . Work is performed within a defined range of functions, known routines and procedures in coordination with the members of the health care team . The work requires a specialized knowledge and a range of well developed skills. Discretion and judgment is required, and individuals take responsibility for the quality of their outputs. All activities are carried out in accordance with the organizational policies, procedures and Occupational Health and Safety (OHS) guidelines .

Element	Performance Criteria
1. Select and prepare ICU equipment for patient use	<p>1.1 Equipment and equipment consumables are identified as required for each patient based on the patient's condition and need, in collaboration with other members of the health care team.</p> <p>1.2 Ensure that patient and/or significant others are informed about the use and need for the equipment used.</p> <p>1.3 Set up equipment and consumables, correctly position and check in accordance with organization policy and procedures and manufacturer's specifications</p> <p>1.4 Components are assembled, connected and tested as required.</p> <p>1.5 Equipment is withdrawn from use and replace if it is considered unsafe for use.</p>
2. Operate ICU machines	<p>2. 1 Machine is attached to patient correctly and safely using the appropriate consumables.</p> <p>2. 2 The required parameters are set and alarm limits are saved according to the patient's condition in consultation with the relevant physician.</p> <p>2. 3 The patient is continuously observed and monitored while on the machine.</p> <p>2. 4 Alarms are responded promptly.</p> <p>2. 5 The equipment and the patient's response are documented as required according to the institutional policy.</p> <p>2. 6 Measures are identified and taken to correct minor</p>
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	<p>equipment problems.</p> <p>2.7 Relevant members of the health care team are communicated in relation to the equipment operation and patient's response.</p> <p>2.8 Hazards associated with the use of ICU machines are recognized and measures are taken to minimize risks and promote safety.</p> <p>2.9 ICU equipment is disassembled safely as follows:</p> <ul style="list-style-type: none"> • Detach machine from patient correctly and safely according to institutional protocol and manufacturer's guidelines • Follow shut-down procedures in accordance with manufacturer's recommendations • Correctly disassemble equipment as per manufacturer's recommendations
4. Maintain ICU equipment in good working condition	<p>4.1 Correct procedure is used for cleaning, decontaminating and sterilizing ICU equipment and parts.</p> <p>4.2 Functioning of each part is checked prior to sterilization.</p> <p>4.3 Ensure that faulty equipment or part is repaired or replaced before packing for sterilization.</p> <p>4.4 Equipment and accessories are correctly stored as per the manufacturer's guidelines and institutional procedures and policies.</p> <p>4.5 Equipment is scheduled for regular maintenance by a maintenance specialist or medical technician according to the manufacturer's recommendations.</p> <p>4.6 Maintenance log book is maintained as required by the organizational policy and procedure.</p>
5. Orient ICU staff to equipment	<p>5.1 Instruction on equipment operation is provided to individual members of the ICU team as required.</p> <p>5.2 In-service training on basic equipment operation is provided as required.</p>
6. Participate in ICU equipment evaluations	<p>6.1 Team evaluations of equipment being considered for potential purchase are participated.</p> <p>6.2 Equipment is assessed from a qualified critical care nurse's perspective.</p> <p>6.3 Advice is provided to the team evaluation as required</p>

Variables	Range
ICU refers to, but is not limited to:	<p>A unit where a patient receives support for one or more vital functions, and may be a:</p> <ul style="list-style-type: none"> • General ICU • Medical ICU • Surgical ICU • Neonatal ICU

	<ul style="list-style-type: none"> • Cardiac unit • Dialysis unit 		
ICU equipment includes but is not limited to:	<ul style="list-style-type: none"> • Cardiac monitor and accessories • Ventilator and attachments • Portable ventilator • Oxygen cylinder • Wall outlet and mounts for Oxygen, compressed air and vacuum • Suction apparatus and tubing • Oxygen flow meter and adjuncts such as nasal cannula, mask, venturi mask, non-rebreather mask • CVP monitor • Cardiac monitor and attachments • Vital sign monitoring equipment such as Pulse oxymeter, BP apparatus, thermometer, Glucometer • Infusion pump • Syringe pump • NG tube feeding pump • Dialysis machine • Continuous renal replacement therapy • Defibrillator • Cardioverter • End-tidal CO2 machine • Arterial Blood Gas Analysis machine • Fluid and linen warmer • Heater • ECG machine • Portable X-ray • Incentive pyrometer • Nebulizers • Laryngoscope and attachments • Oral and naso-pharyngeal airways • Bag-valve mask (Ambubag) and attachments • Tourniquet • Scissors, clamps • Restraints • Skin care adjuncts such as positioning aids, air mattress, air ring, ripple mattress 		
Equipment consumables may include, but not limited to:	<ul style="list-style-type: none"> • Oxygen masks, cannula and tubing • Suction catheters • Endotracheal tubes • IV tubing • IV cannula • Syringes for medication and feeding • Central venous catheters • Arterial lines • Urinary catheters and bags 		
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	<ul style="list-style-type: none"> • Naso-gastric tubes • Appropriate tubings and lines for the various pumps • Arterial Blood Gas machine cartridges • Glucometer strips • lancets • Urinalysis dip sticks • Tongue depressors • Gauze and bandages • Medical lubricant gel • Surgical blade • Sutures • Gloves: disposable and sterile • Paper • ECG dots • IV Fluids • Plasters • Absorbent under pads • Suction liners • TED stockings • Waste bags
Critical care team may include:	<ul style="list-style-type: none"> • ICU physician, resident or specialist • Anesthesiologist • ICU registered nurse • Staff nurse • Nurse's aide • Physiotherapist • Radiographer • Lab technician • Nutritionist • Psychologist or counselor • Biomedical technician • Respiratory therapist • Speech therapist • Support staff such as clerical staff, porters, cleaners, laundry and kitchen staff • Pharmacologist • Hospital administrator
Personal protective equipments may include:	<ul style="list-style-type: none"> • Gloves • Mask • Plastic apron • Head cover • Lead apron • Overshoes • Goggles/face shield

Possible hazards related to the use of ICU machines may be:	<ul style="list-style-type: none"> • Skin breakdown • Electric shock • Burns • Fire • Mechanical injury to patient and personnel • Explosion • Contamination and infection of personnel from splatters • Irradiation • Muscle and back injury while shifting a patient • Chemical injury due to exposure to toxic sterilizing, preservative and anesthetic agents • Needle stick and other injury from sharps
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Evidence Guide	
Critical Aspects of Competence	<ul style="list-style-type: none"> • The individual being assessed must provide evidence of specified essential knowledge as well as skills • Observation of performance in a work context is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of workplace situations, should occur on more than one occasion and be assessed by a nurse manager or clinical nurse instructor
Underpinning Knowledge and Attitudes	<p>Essential knowledge must include:</p> <ul style="list-style-type: none"> • Functions of relevant equipment • Infection control procedures • Medical terminology • Medico-legal implications of ICU nurse's role • Occupational health and safety procedures • Risks and precautions in relation to ICU machines and procedures
Underpinning Skills	<p>Essential skills must include the ability to:</p> <p><i>Essential skills:</i></p> <ul style="list-style-type: none"> • Use correct procedures for attachment and detachment of relevant equipment from clients in the ICU • Use manual handling procedures • Work as part of a team <p>In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role</p>

	<p>This includes the ability to:</p> <ul style="list-style-type: none"> • Communicate with health professionals • Deal with difficult co-workers and conflict • Maintain the client's dignity and privacy • Maintain work practices which address the comfort and dignity needs of clients • Solve problems including the ability to deal with equipment shortage or breakdown • Take into account opportunities to address waste minimization, environmental responsibility and sustainable practice issues • Undertake and complete calculations of medication, fluids, and other parameters set on various machines • Undertake preparation of clients for application of relevant equipment • Use oral communication skills as required to fulfill job roles in a safe manner and as specified by the organization • Use reading and writing skills as required to fulfill job roles • Work with others and display empathy with client and relatives
Resource Requirements	<p>Resource implications includes:</p> <ul style="list-style-type: none"> • Access to appropriate workplace where assessment can take place • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures and protocols
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training providers or employers) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Intensive Care Unit Nursing Level V	
Unit Title	Implement Specialist Access and Egress Procedures
Unit Code	HLT ICN5 04 0611
Unit Descriptor	This unit involves implementing specialized procedures necessary to overcome major obstacles to safe access and egress at the scene of an incident. This unit may or may not require the use of specialized equipment. It refers to situations that stretch the resources and ingenuity of personnel involved to a limit beyond the requirements of routine procedures.

Element	Performance Criteria
1. Assess the situation/incident	<p>1.1 Situation/incident is assessed by taking into account all factors, geographical features and physical/atmospheric obstacles impacting on safe access/egress.</p> <p>1.2 Situation is assessed by taking into account the need for specialized knowledge, personnel and/or equipment.</p> <p>1.3 The type of specialized knowledge, personnel and/or equipment is determined in line with the needs of the situation/incident.</p> <p>1.4 The type of specialized knowledge, personnel and/or equipment is determined based on patient's care and welfare.</p>
2. Implement necessary procedures to overcome major obstacles and enable safe access and egress	<p>2.1 Specialized knowledge, personnel and/or equipment are requested or arranged according to the assessed need.</p> <p>2.2 Access/egress plan is implemented using specialized equipment, personnel and/or knowledge necessary to complete the task and ensure patient welfare.</p> <p>2.3 Means of safe access and egress are negotiated and maintained according to the National OHS Acts, as well as Service policies and procedures.</p> <p>2.4 Actions are done in accordance with the modes of transport/local ambulance standard operation procedure.</p> <p>2.5 Available resources are utilized in any appropriate manner to achieve safe access/egress and patient welfare.</p>
3. Monitor specialized access and egress procedure	<p>3.1 Access/egress procedure is monitored constantly to ensure the welfare of patient and safety of personnel.</p> <p>3.2 Condition of patient is monitored constantly.</p> <p>3.3 All factors, which might impact have on the effectiveness and safety of the procedure, are monitored constantly.</p>

	<p>3.4 All reasonable steps are taken and resources are used to ensure continued safety and patient welfare.</p> <p>3.5 Access/egress plan is modified as necessary.</p> <p>3.6 Additional resources are identified and arranged as necessary to complete procedure.</p>
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Variables	Range
Geographical features such as:	<ul style="list-style-type: none"> • Cliff • Gully • Mountains
Physical obstacles:	<ul style="list-style-type: none"> • Stairway • Debris • Wreckage • Live power • Water • Difficult building layout • Confined space • Traffic or other vehicles
Atmospheric obstacles:	<ul style="list-style-type: none"> • Weather – aircraft/helicopter evacuation • Gaseous or toxic environment
Equipment to enable safe access and egress may include, but are not limited to:	<ul style="list-style-type: none"> • Spine board • Stretcher • Carry sheet • Lifting equipment • Rescue equipment • Ropes, cutting, climbing equipment
Modes of transport may include, but is not limited to:	<ul style="list-style-type: none"> • Road ambulances • Clinic cars • Buses
Procedures necessary to overcome obstacles may include, but are not limited to:	<ul style="list-style-type: none"> • Removal of wreckage, debris • Use of ropes, pulleys, abseiling • Bush survival techniques

Evidence Guide	
Critical Aspects of Assessment	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> • Observation of performance in the work environment or a simulated situation • Development and implementation of access/egress plans under a variety of conditions requiring specialist equipment and/or procedures • Proper use of various types of access/egress equipment including specialist equipment, in a variety of situations • Recognition that patient welfare is paramount in access and egress procedures • Recognition and observance of OHS requirements • Ingenuity in overcoming difficult access/egress situations
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Dangers associated with various hazardous situations • National and local policies and procedures related to access and egress • OHS policies and procedures relevant to access and egress • Patient care under these circumstances • Relevant specialist equipment and its uses • Factors which may affect safe access/egress and patient welfare
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> • Oral communication skills (language competence) required to fulfill job roles as specified by the organization/service. Oral communication skills include: <ul style="list-style-type: none"> ▪ Asking questions, ▪ Active listening, ▪ Asking for clarification from patient or other persons at the scene, ▪ Negotiating solutions, ▪ Acknowledging and responding to a range of views • Interpersonal skills required include: <ul style="list-style-type: none"> ▪ Working with others, ▪ Empathy with patient and relatives ▪ An ability to relate to persons from differing cultural, social and religious backgrounds • Problem solving skills required include: <ul style="list-style-type: none"> ▪ An ability to use available resources,

	<ul style="list-style-type: none"> ▪ Analyze information ▪ Make decisions that ensure patient welfare and their safe access/egress using specialized procedures
Resource Implications	For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training providers or employers) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.

Occupational Standard: Intensive Care Nursing Level V	
Unit of competence	Insure High Quality Infection Prevention Standard
Unit Code	HLT ICN5_05_0611
Unit descriptor	This unit describes the skills and knowledge required to the application of aseptic technique. Surgical aseptic principles and practices are the foundation for infection control in achieving optimal primary wound healing, prevent surgical infection and minimize the length of recovery from surgery. The unit describes the knowledge of cause of infection; and methods of controlling infection in the peri operative environment using precautions. The unit oversees the adherence to established infection control guidelines and duty of care throughout the Intensive Care work environment. This unit applies to a role with broad responsibilities for development, implementation and monitoring of infection control policy and procedures.

Element	Performance Criteria
1. Identify potential cause of infection and destroy or eliminate	<p>1.1 Relevant information is gathered and cause of infection is identified.</p> <p>1.2 Awareness is developed about potential microorganisms.</p> <p>1.3 Relevant procedures are followed to eliminate or destroy potential microorganisms in the peri-operative environment.</p>
2. Ensure infection control measures met in the peri-operative environment	<p>2.1 Insure standard precaution is used during the entire peri-operative care.</p> <p>2.2 Relevant information and resources are provided to enable effective method of controlling of infection</p> <p>2.3 Insure the engineering practice or the layout of the intensive Care are met the criteria for infection control.</p>
3. Establish aseptic practice to control infection	<p>3.1 Established standards of aseptic technique in the operative room environment are ensured and maintained.</p> <p>3.2 Insure traffic is controlled during the surgical intervention</p> <p>3.3 Insure sterile surgical attire, surgical hand scrub, gowning, gloving, skin preparation, and draping established according to the principle of aseptic technique</p> <p>3.4 Maintain method of disposal for soiled and used items using standard precaution</p> <p>3.5 Identify types, way and method of disposal of waste e.g. soiled gauze and bandage, papers, sharps and removed tissue, fluid or body part to prevent hazard .</p>

Variable	Range statement
<i>Microorganisms may include:</i>	<ul style="list-style-type: none"> • Bacteria • Fungi • Protozoa • Algae • Viruses
<i>cause of infection may include:</i>	<ul style="list-style-type: none"> • staphylococci • Enterococci • Pseudomonads • Streptococci • Mycobacterium tuberculosis • Virus
<i>Precautions may include:</i>	<ul style="list-style-type: none"> • Universal precaution (e.g. gown, glove, masks and eye protection) to all person regardless of their presumed infection status. • Standard precaution is a single set of precautions incorporating the major feature of both universal precaution and body substance isolation. • Enhanced precaution include air borne infection isolation precaution (formerly transmission based)
<i>Aseptic technique may include:</i>	<ul style="list-style-type: none"> • restrict microorganisms in the environment • On equipment, • Supplies, and • Prevent normal body flora from contaminating surgical wound
<i>methods of controlling infection may include:</i>	<p>Environment of care</p> <ul style="list-style-type: none"> • Design surgical suite to minimize and control the spread of infectious organisms in the work practice. • Sterilization according to sterility assurance level(SAL) for elimination or distraction of all microbial life using: <ul style="list-style-type: none"> ▪ Steam sterilization ▪ Chemical sterilization ▪ Dry heat sterilization ▪ Disinfection (a process of eliminating many of the pathogenic organisms except bacterial spores from inanimate objects) ▪ Pasteurization
<i>Aseptic principles and practices may include but not limited to:</i>	<ul style="list-style-type: none"> • Surgical aseptic principles • Traffic control • Surgical attire • Surgical hand scrub

	<ul style="list-style-type: none"> • Gowning • Gloving • Patient skin disinfection and preparation • Creating the sterile field with surgical drapes • Removing soiled gown, gloves and mask • Intensive Care environment cleaning
<i>Hazards and risks may include:</i>	<ul style="list-style-type: none"> • Infectious waste • Sharps
<i>Waste may include:</i>	<ul style="list-style-type: none"> • linen or drape • Gowns • masks • Clothing • Towels • Soiled packs and gauze • Paper • Removed body part, tissue or fluid
<i>Linen may include but not limited to:</i>	<ul style="list-style-type: none"> • Gown • Drape • Towel
<i>Protective clothing includes:</i>	<ul style="list-style-type: none"> • Safety glasses • Gloves • Gowns • Masks • Head cover • Plastic aprons • Protective shoes

Evidence Guide

Critical aspects of competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Explain how infection is spread and measures to manage and monitor infection control • Describe potential cause of infection in Intensive Care environment • Implement and monitor strategies to address infection control across a work environment • Communicate and maintain workplace policies and procedures • Implement cross infection and prevention strategies • Integrate learning from the broader health profession into
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	<p>improved work practices</p> <ul style="list-style-type: none"> • Provide leadership in the development and communication of policies and procedures
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • How infection is spread • Measures to manage and monitor infection control • OHS implications of work • Potential hazards in a health environment • Processes for managing and developing effective workplace policies and procedures relating to infection control • Time management strategies to set priorities
Underpinning Skills	<p>Skills include the ability to:</p> <ul style="list-style-type: none"> • Develop, implement and monitor strategies to address infection control across a work environment • Communicate and maintain workplace policies and procedures relating to work performance in relation to infection control and duty of care, including: <ul style="list-style-type: none"> ▪ Helping others achieve planned outcomes ▪ Managing unsatisfactory performance and use of discipline as necessary ▪ Minimizing disruption to the work environment ▪ Safe and competent use of technology • Develop staff on OHS and hazard identification • Implement cross infection and prevention strategies • Integrate learning from the broader health profession into improved work practices • Manage problems relating to infection control • Provide leadership in the development and communication of policies and procedures • Use effective communication skills to ensure application and maintenance in the workplace of: <ul style="list-style-type: none"> • Procedures appropriate to the cleaning area and purpose • Selection and use of appropriate equipment and chemicals for cleaning and sanitizing in the workplace • Standard and additional precautions
Resources Implication	<p>The following resources MUST be provided.</p> <ul style="list-style-type: none"> • Access 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

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

Occupational Standard: Intensive Care Nursing Level V	
Unit Title	Communicate in Complex or Difficult Situations
Unit Code	HLT ICN5_06_0611
Unit Descriptor	This unit involves communication where there are special difficulties in conveying or receiving information in the context of providing peri-operative nursing services. This unit includes conveying complex information to patients, family members or significant others, where there is a language, social, cultural or religious barrier or physical handicap and communication in situations where there is an obstructive emotional disturbance.

Element	Performance Criteria
1. Convey complex information	<p>1.1 Information is conveyed clearly and accurately.</p> <p>1.2 Recipient's understanding of the information is monitored and the mode of communication is adjusted according to the needs of the situation.</p> <p>1.3 The interaction occurred is consistent with the urgency of the situation presented and in accordance with the standard peri-operative nursing procedure.</p>
2. Communicate with allied non-service personnel	<p>2.1 Information is conveyed clearly and readily clarified when necessary.</p> <p>2.2 Ambulance requirements are communicated clearly and in a manner that reflects an appropriate level of authority.</p> <p>2.3 Direction, advice and assistance are sought when required and followed as appropriate to the situation.</p> <p>2.4 Information conveyed is timely and in accordance with the needs of the situation.</p> <p>2.5 Difficulties in written and oral communication are recognized and resolved using appropriate communication skills and techniques.</p> <p>2.6 Role and authority of allied personnel is clarified and respected.</p>
3. Overcome barriers to communication	<p>3.1 Barriers to effective communication are detected by continuous monitoring of the situation and using communication equipment.</p>

	<p>3.2 Situation needs are identified, clarified and confirmed using the appropriate communication skills and techniques.</p> <p>3.3 Actions are under taken in accordance with the relevant local ambulance standard operation procedure.</p> <p>3.4 Discretion and confidentiality are observed and members of the public are treated with respect at all times.</p> <p>3.5 Individual situations/problems are treated in a caring but firm manner combining sensitivity and openness with a confident, reassuring manner combining sensitivity and openness with a confident, reassuring manner.</p> <p>3.6 The interaction presented is consistent with the urgency of the situation and in accordance with the service policy and procedures.</p> <p>3.7 Conflict (and potential for conflict) is dealt with in a manner that prevents escalation.</p>
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Variables	Range
Modes of communication may include, but are not limited to:	<ul style="list-style-type: none"> • Oral and written communication • Use of interpreters • Sign language • Use of personnel with special communication skills
Written and oral communication should:	<ul style="list-style-type: none"> • Avoid unnecessary jargon • Conform with service policy and procedures • Focus on the receiver's needs • Keep stakeholders informed
Oral communication may include, but is not limited to:	<ul style="list-style-type: none"> • Answering requests and enquiries • Questioning, clarifying and confirming information • Conveying instructions, descriptions and explanations • Consulting and advising
Written communication may include, but is not limited to:	<ul style="list-style-type: none"> • Reports • Patient care documentation • Correspondence
Communication equipment may include, but is not	<ul style="list-style-type: none"> • Radio • Telephone • Computer

limited to:	<ul style="list-style-type: none"> • Fax • Pager • Mobile data terminal
Barriers to effective communication may include, but are not limited to:	<ul style="list-style-type: none"> • Language difficulties • Differing terminology/jargon • Hearing difficulties • Speech impediments • Religious, social or cultural factors • Emotional state
Complex information may include, but is not limited to:	<ul style="list-style-type: none"> • Patient condition and implications • Ambulance requirements • Ambulance equipment • Incident history • Emergency procedures • Human resources requirements

Evidence Guide	
Critical Aspects of Assessment	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> • Observation of performance in the work environment or in a simulated work setting • Observation must include: <ul style="list-style-type: none"> ▪ Communication under pressure ▪ Interpersonal interaction in a variety of complex or difficult work situations ▪ Communication relating to standard of OR patient care
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Standard Intensive Care operation procedure • Operation of communication equipment • Communication systems
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> • Effective communication skill as qualified OR nurse required to fulfill job roles as specified by the organization/service. • Acknowledging and responding to a range of views. • Written communication skills required to preparing handover reports for receiving agency staff. • Interpersonal skills required include: <ul style="list-style-type: none"> ▪ Empathy with patient and relatives, ▪ Using sensitivity when dealing with people,

	<ul style="list-style-type: none"> ▪ An ability to relate to persons from differing cultural, social and religious backgrounds • Problem solving skills required include an ability to use tools and techniques to solve problems, analyze information and make decisions that require discretion and confidentiality
Resource Requirements	<p>Resource implications may include:</p> <ul style="list-style-type: none"> • Access to appropriate workplace or simulation of realistic workplace setting where assessment can be conducted • Access to equipment and resources normally used in the workplace
Method 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"> • Assessment may occur on the job or in a workplace simulated facility with process equipment, materials and work instructions. • Evidence must include observation of performance in the work environment or in a simulated work setting.

Occupational Standard: Intensive Care Nursing Level V	
Unit Title	Develop a Disaster Plan
Unit Code	HLT ICN5 07 0611
Unit Descriptor	This unit describes the competencies required to develop in consultation with other agencies and key people, which sets out the roles and responsibilities of workers and others in the community, for responding to a disaster.

Elements	Performance Criteria
1. Liaise with relevant government agencies	<p>1.1 Government policies which affect the organization are identified and documented.</p> <p>1.1 Government agencies are consulted with in relation to different roles in the local disaster plan.</p>
2. Identify and liaise with appropriate community organizations	<p>1.2 Community organization is identified and an information database is developed.</p> <p>1.3 Contact is established through a variety of communication strategies.</p> <p>1.4 Restrictions to effective liaison are identified and processes are developed to promote communication with other agencies.</p>
3. Incorporate legislative requirements for disaster planning and relief into a plan	<p>3.1 Information on legislative requirements and resources is collected from the key people and organizations.</p> <p>3.2 Roles and responsibilities of other organizations are clarified.</p> <p>3.3 Plan is written.</p> <p>3.4 A promotions strategy is established and implemented.</p>
4. Coordinate volunteer support	<p>4.1 Volunteers are sought for disaster plan designated roles, via identified organizations and public processes.</p> <p>4.2 Roles and responsibilities are clarified.</p> <p>4.3 Team leaders are identified by discussing with organizations.</p> <p>4.4 Meetings are held to discuss disaster plan and personnel requirements.</p>
5. Ensure training for volunteers and	<p>5.1 Training requirements for volunteers and staff are established.</p>

staff	<p>5.2 Training programs are developed.</p> <p>5.3 Promotion of training is undertaken.</p> <p>5.4 Training schedule is developed and promoted.</p> <p>5.5 Training is provided.</p> <p>5.6 Training is evaluated and modified as required.</p>
6. Evaluate and modify disaster plan	<p>6.1 Key people are consulted about effectiveness of the disaster plan.</p> <p>6.2 The disaster plan is adapted to meet community needs.</p> <p>6.3 The amended disaster plan is distributed to key people.</p> <p>6.4 Additional training is provided as required.</p>

Variables	Range
Government agencies may include:	<ul style="list-style-type: none"> • State /Territory Health Department • Police • Social Security • Local Government • Emergency Services
Disasters may include:	<ul style="list-style-type: none"> • Floods • Cyclones • Fires • Earth quakes • Nuclear accidents • Riots, raids • Explosion
Community organizations may include:	<ul style="list-style-type: none"> • Government and non-government agencies • Health care service providers • Other service providers • Trades people • Community groups who provide care to the community
Legislative requirements:	<ul style="list-style-type: none"> • Clinical practice may be governed by Federal, State or Territory legislation, which defines workers' roles and responsibilities. • Implementation of the competency standards must reflect the legislative framework in which a health worker operates. This may reduce the Range of Variables in practice and assessment. • Lack of resources, remote locations and community needs

	<p>often require health workers to operate in situations which do not constitute “usual practice”. Because of this, health workers may need to possess more competencies than described by “usual practice circumstances”.</p> <ul style="list-style-type: none"> • Lack of resources or the environment in which the health worker works does not negate the requirement for the worker to work within a legislative framework, and be enabled by the employer to do so.
Resources may include:	<ul style="list-style-type: none"> • Premises • Grounds • Accommodation • Workplace equipment • Materials • Plant vehicles • Exclusive use • Occupation
Key people will include:	<ul style="list-style-type: none"> • Those within and external to organization • Community leaders and representatives • Agencies /service representatives • Trade and professional services
A disaster plan(s) is:	<ul style="list-style-type: none"> • Guidelines and/or plans for responding to various types of disaster, detailing the roles and responsibilities of workers, resource needs and sources and situation management strategies

Evidence Guide			
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit:</p> <ul style="list-style-type: none"> • Observation of performance in a work context is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed • Observations must include: <ul style="list-style-type: none"> ▪ Knowledge of Intensive Care nursing technique ▪ Principles of Intensive Care nursing assessment, including risk assessment ▪ Nursing management of patient go through surgical intervention within the defined scope of practice 		
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	<ul style="list-style-type: none"> • Communication skills
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Relevant policies, protocols and procedures of the organization • Relevant Federal, State and Local government policies, guidelines and legislation relating to disaster management • Relevant equipment and technology • Local resources, suppliers and trades people • Existing disaster plans (developed by other organizations who service the Community) • Project development • Local disaster planning processes and networks • Community networks • Community views on disaster management
Underpinning Skills	<p>Essential skills includes:</p> <ul style="list-style-type: none"> • Communication and liaison • Networking • Human Resource Management • Negotiation • Small group facilitation • Planning • Training
Resource Implications	<p>For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible.</p>
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"> • Competence may be assessed in the work place or in a simulated work place setting • The workplace is recommended for assessment including by supervisor and peers, by observation and inquiries, and from written and other sources. • Off-the-job role plays and exercises may also be used

Occupational Standard: Occupational Standard: Intensive Care Nursing Level V	
Unit of competence	Identify and Perform the Fundamental Ethical Standards and Values
Unit Code	HLT ICN5 08 0611
Unit Descriptor	This unit describes the skills and knowledge required to implement and monitor compliance with legal and ethical requirements relevant in the Intensive Care work environment

Element	Performance Criteria
1. Maintain ethical work practices	<p>1.1 Duty of confidentiality is fulfilled to the client, both at law and under professional code of ethics.</p> <p>1.2 The collection, use and disclosure of client information are ensured in consistent with information privacy principles.</p> <p>1.3 The rights of clients are recognized and respected throughout all stages of tests/procedures.</p> <p>1.4 The minimum standard of professional conduct is ensured that it adheres to relevant health institution code of practice.</p> <p>1.5 Ethical issues or breaches of ethical practice are referred to management or ethics committees in accordance with the organizational policies and procedures.</p> <p>1.6 Duty of care in all aspects of work is exercised to ensure client 's safety.</p> <p>1.7 Client complaints are handled sensitively and in line with the organizational policies and procedures.</p> <p>1.8 All works are performed within the boundaries of responsibility. And problems are referred to higher level health professional.</p> <p>1.9 Work practices are monitored to ensure that they reflect principles of ethical practice.</p>
2. Maintain appropriate documentation	<p>2.1 The nature and requirements of referral and/or request are ensured that they are correctly identified.</p> <p>2.2 Documentation within clients' medical records is completed in accordance with the national legislation, and organizational policies and procedures</p> <p>2.3 Reports and documentation are verified/ensured whether they address requirements of the legislation, and organizational policies and procedures.</p> <p>2.4 Policies and procedures are implemented to safe guard client 's information from unauthorized access or disclosure.</p>

3. Maintain compliance with legal requirements	<p>3.1 Fulfillment of statutory obligations and requirements are ensured.</p> <p>3.2 Consent of client is obtained for each test/procedure, as required.</p> <p>3.3 Authorities are notified of client ' s information as required by law.</p> <p>3.4 Release of information contained within client records is completed in accordance with the legislation and organizational policies and procedures.</p> <p>3.5 Duty of care is met in all aspects of own work role.</p> <p>3.6 Clients are provided with access to information about themselves in accordance with the legislation or other statutory provisions.</p> <p>3.7 The right of every client is considered, so that the client s are treated fairly and equitably.</p> <p>3.8 Compliance of duty of care with legal obligations and requirements is monitored.</p>
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Variable	Range statement
<i>Confidentiality of client ' s information must include</i>	<ul style="list-style-type: none"> • Verbal • Written i.e. medical records, referral/request • Video/audio tapes • Radiographic films and images • Computer files
<i>Disclosure of client information may include:</i>	<ul style="list-style-type: none"> • When a client consents to disclosure • When other health care workers need to know information to complete appropriate treatment and care • When disclosure of information is required by law e.g. some infectious diseases, suspected or known child abuse
<i>Client ' s rights may include:</i>	<ul style="list-style-type: none"> • Treatment with reasonable care and skill • Right to refuse medical treatment • Confidentiality of information • Access to information held about them including medical records, registers • Right not to be discriminated against • Right to make a complaint • Right to be involved in decisions regarding treatment and care
<i>Legal obligations and requirements may relate to:</i>	<ul style="list-style-type: none"> • Privacy • Anti-Discrimination • Consent to medical treatment

	<ul style="list-style-type: none"> • Duty of care • Release of client information, including medical and other clinical records • Child protection • Poisons legislation • Retention of human tissue • Occupational health and safety • Infection control • Contractual obligations • Licensing laws
<i>Consent of client may include:</i>	<ul style="list-style-type: none"> • Written • Verbal • Implied
<i>Notification of authorities of client information must include:</i>	<ul style="list-style-type: none"> • Certain infectious diseases • Suspected or known child abuse • If it is deemed to be in the public's best interest
<i>Monitoring of ethical work practice and legal compliance may involve:</i>	<ul style="list-style-type: none"> • Audits • Inspections and reviews • Quality Assurance activities

Evidence Guide	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • negligence as it applies to care givers • Discuss informed consent • Describe the importance of patient care documentation • List several method of documentation of patient care • Identify potential events that could lead to legal action
Underpinning Knowledge and Attitudes	<p>knowledge and understanding requirements include:</p> <ul style="list-style-type: none"> • Client rights and responsibilities • Organizational code of practice where applicable • Law of consent to medical treatment • Legal and ethical requirements and responsibilities as they relate to Intensive Care nursing environment role(s) • Organization policy and procedures for complaints handling • Relevant federal, state, territory and local government legislation affecting role and duties
Underpinning Skills	<p>Skills include the ability to:</p> <ul style="list-style-type: none"> • Safe manner and as specified by the organization, at a level of skill that includes: <ul style="list-style-type: none"> ▪ Implementing organizational policy, procedure

	<p>manuals and professional code of practice.</p> <p>Assessors should look for communicative skills in:</p> <ul style="list-style-type: none"> ▪ Asking questions ▪ Clarifying workplace instructions when necessary ▪ Listening to and understanding workplace instructions ▪ Providing clear information <ul style="list-style-type: none"> • Conduct compliance monitoring activities • Demonstrate, model and monitor work activities in compliance with legal and ethical requirements and organization policies and procedures, including: <ul style="list-style-type: none"> ▪ Demonstrating respect for clients' rights ▪ Meeting requirements for provision of duty of care ▪ Working in accordance with legislation relevant to the workplace • Use problem solving skills as required to interpret and apply policy in the workplace, develop procedures and monitor practices
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 • Approved assessment tools • Certified assessor /Assessor's panel
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training providers or employers) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other</p>

	competencies relevant to the job function.
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Occupational Standard: Intensive Care Nursing Level V	
Unit Title	Manage Quality
Unit Code	HLT ICN5 09 0611
Unit Descriptor	This unit specifies the outcomes required to manage the quality within projects. It covers the determining quality requirements, implementing quality assurance processes, and using review and evaluation to make quality improvements in current and future projects.

Elements	Performance Criteria
1. Determine quality requirements	<p>1.1 <i>Quality objectives</i>, standards and levels are determined, with input from stakeholders and guidance of a higher project authority, to establish the basis for quality outcomes and a quality management plan.</p> <p>1.2 Established quality management methods, techniques and tools are selected and used to determine preferred mix of quality, capability, cost and time.</p> <p>1.3 Quality criteria are identified, agreed with a higher project authority and communicated to stakeholders to ensure the clarity of understanding, achievement of quality and overall project objectives.</p> <p>1.4 Agreed quality requirements are included in the project plan and implemented as basis for the performance measurement.</p>
2. Implement quality assurance	<p>2.1 Results of project activities and product performance are measured and documented throughout the project life cycle to determine compliance with the agreed quality standards.</p> <p>2.2 Causes of unsatisfactory results are identified, in consultation with the client, and appropriate actions are recommended to a higher project authority to enable continuous improvement in quality outcomes.</p>

	<p>2.3 Inspections of quality processes and quality control results are conducted to determine compliance of quality standards to overall quality objectives.</p> <p>2.4 A quality management system is maintained to enable effective recording and communication of quality issues and outcomes to a higher project authority and stakeholders.</p>
3. Implement project quality improvements	<p>3.1 Processes are reviewed and agreed. Changes are implemented continually throughout the project life cycle to ensure continuous improvement to the quality.</p> <p>3.2 Project outcomes are reviewed against performance criteria to determine the effectiveness of quality management, processes and procedures.</p> <p>3.3 Lessons are learned and recommended. Improvements are identified, documented and passed on to a higher project authority for application in future projects.</p>

Variable	Range
Quality objectives may include:	<ul style="list-style-type: none"> • Requirements from the client and other stakeholders • Requirements from a higher project authority • Negotiated trade-offs between cost, schedule and performance • Those quality aspects which may have impact on customer satisfaction
quality management plan may include:	<ul style="list-style-type: none"> • Established processes • Authorizations and responsibilities for quality control • Quality assurance • Continuous improvement
Quality management methods, techniques and tools may include:	<ul style="list-style-type: none"> • Brainstorming • Benchmarking • Charting processes • Ranking candidates • Defining control • Undertaking benefit/cost analysis • Processes that limit and/or indicate variation • Control charts • Flowcharts • Histograms • Pareto charts

	<ul style="list-style-type: none"> • Scatter gram • Run charts
Quality control may include:	<ul style="list-style-type: none"> • Monitoring conformance with specifications • Recommending ways to eliminate causes of unsatisfactory • Performance of products or processes • Monitoring of regular inspections by internal or external agents
Improvements may include:	<ul style="list-style-type: none"> • Formal practices, such as total quality management or continuous improvement • Improvement by less formal processes which enhance both the product quality and processes of the project, for example client surveys to determine client satisfaction with project team performance

Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this unit must be able to provide evidence that they have taken responsibility for quality management of projects. This will include evidence of managing the work of others within the project team with respect to quality. Products could be used as evidence .Documentation produced in managing projects include:</p> <ul style="list-style-type: none"> • Lists of quality objectives, standards, levels and measurement criteria • Records of inspections, recommended rectification actions and quality outcomes • Management of quality management system and quality management plans • Application of quality control, quality assurance and continuous improvement processes • Records of quality reviews • Lists of lessons learned and recommended improvements <p>Processes that could be used as evidence include:</p> <ul style="list-style-type: none"> • How quality requirements and outcomes were determined for projects • How quality tools were selected for use in projects • How team members were managed throughout projects with respect to quality within the project • How quality was managed throughout projects • How problems and issues with respect to quality and arising during projects were identified and addressed • How projects were reviewed with respect to quality management • How improvements to quality management of projects have been acted upon
Underpinning Knowledge and Attitudes	<p>Broad knowledge and understanding of:</p> <ul style="list-style-type: none"> • The principles of project quality management and their application • Acceptance of responsibilities for project quality management • Use of quality management systems and standards • The place of quality management in the context of the project life cycle • Appropriate project quality management methodologies; and their capabilities, limitations, applicability and contribution to project outcomes

	<ul style="list-style-type: none"> • Attributes: <ul style="list-style-type: none"> ▪ Analytical ▪ Attention to detail ▪ Able to maintain an overview ▪ Communicative ▪ Positive leadership
Underpinning Skills	<ul style="list-style-type: none"> • Ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities • Project management • Quality management • Planning and organizing • Communication and negotiation • Problem-solving • Leadership and personnel management • Monitoring and review skills
Resources Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Access to workplace documentation • Real or simulated workplace
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training providers or employers) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>
Context of Assessment	<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: Intensive Care Nursing Level V	
Unit Title	Contribute to Policy Development
Unit Code	HLT ICN5 10 0611
Unit Descriptor	This unit covers the development and analyzing policies which have impact on the client group and the work of the organization.

Element	Performance Criteria
1. Review the existing policies	<p>1.1 Relevant organizational and other policies are identified and assessed for their relevance and effectiveness to the organizational objectives.</p> <p>1.2 Clients and other stakeholder are consulted about their views on policies.</p> <p>1.3 Reviews of policies are documented and presented in a format that is appropriate to the purpose of the review, the context, and the receiver.</p>
2. Contribute to research for policy advice	<p>2.1 Research and consultation strategies appropriate to the worker's role in the research process are identified, planned and implemented within the time frames, resource constraints and agreed processes.</p> <p>2.2 Research and consultation outcomes are collated, reported and presented in a format that is appropriate to the research process, the purpose of the research, the context and the receiver.</p> <p>2.3 Factors impacting on the quality or outcomes of the research or consultation are identified and incorporated in reports.</p>
3. Provide briefing materials on policy issues	<p>3.1 Briefing materials are prepared as required in a format that is appropriate to the audience, the purpose and the context.</p> <p>3.2 On the workers organizational role and expertise are drawn on for briefing materials.</p> <p>3.3 Reasoned argument and evidence are incorporated into the briefing materials.</p>
4. Promote informed policy debate	<p>4.1 Strategies to stimulate informed debate that are appropriate to the worker's role in policy development,</p>

	<p>community education or client service delivery are identified in consultation with other workers and management.</p> <p>4.2 Strategies to stimulate informed debate are implemented within the time frames, resource allocations and agreed processes.</p> <p>4.3 Where necessary, strategies are implemented to translate policy materials into language/s that is/are easy to be understood by clients and other stakeholders.</p> <p>4.4 Strategies are developed which enable exchange of views and information between policy initiators, clients and other stakeholders.</p>
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Variables	Range
Research undertaken could be:	<ul style="list-style-type: none"> • Survey • Qualitative • Quantitative
Information gathering and consultation techniques may include:	<ul style="list-style-type: none"> • Interview structured, semi-structured and unstructured, group and individual • Conversation by phone or face to face • Observation and listening • Collection of materials, e.g. Printed material and videos • Attendance at workshops, meetings and forums • Questionnaires and other basic survey instruments
Strategies to promote informed debate will involve:	<ul style="list-style-type: none"> • Employing a range of communication styles, modes and media • Employing any of the consultation techniques identified in the Range Statement • Employing networking strategies

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of assessment include:</p> <ul style="list-style-type: none"> • Application to policies within own organization • Application to policies within networks or associations • Policies directly related to own work role and areas of expertise • Application for target groups relevant to the organization

	<ul style="list-style-type: none"> • Involvement with stakeholders relevant to the organization and the policy issue under consideration
Underpinning Knowledge	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Organizational policies impacting on the worker, the organization and its target groups • Government and other policies impacting on the issue under consideration, and the organization and its target groups • The contexts for policies, people and the organization • Research and consultation techniques • The limits of the worker's own role and competence and the organization's role
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> • Analysis of evidence and arguments • Reasoning, including identification of implications and consequences of particular courses of action • Applied consultation and research methodologies • Report writing, including translation of complex concepts into simple language or images • Public speaking addressing a group • Group participation
Resource Requirements	<p>For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training providers or employers) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Intensive Care Nursing Level V	
Unit Title	Facilitate and Capitalize on Change and Innovation
Unit Code	HLT ICN5 11 0611
Unit Descriptor	This unit specifies the outcomes required to plan and manage the introduction and facilitation of change; particular emphasis is on the development of creative and flexible approaches, and on managing emerging opportunities and challenges.

Elements	Performance Criteria
1. Participate in planning the introduction and facilitation of change	<p>1.1 The organization's planning processes are introduced and facilitated effectively by Manager for the change.</p> <p>1.2 Plans to introduce change are made in consultation with appropriate stakeholders.</p> <p>1.3 Organization's objectives and plans to introduce change are communicated effectively to individuals and teams.</p>
2. Develop creative and flexible approaches and solutions	<p>2.1 Variety of approaches to manage workplace issues and problems are identified and analyzed.</p> <p>2.2 Risks are identified and assessed, and action is initiated to manage these to achieve a recognized benefit or advantage to the organization.</p> <p>2.3 Workplace is managed in a way which promotes the development of innovative approaches and outcomes.</p> <p>2.4 Productivity and services, and/or reduce costs are improved by the creative and responsive approaches to resource management.</p>
3. Manage emerging challenges and opportunities	<p>3.1 Individuals and teams are supported to respond effectively and efficiently to changes in the organizational goals, plans and priorities.</p> <p>3.2 Individuals and teams are assisted by coaching and mentoring to develop competencies to handle change efficiently and effectively.</p> <p>3.3 Opportunities are identified and taken as appropriate, to make adjustments and to respond to the changing needs of customers and the organization.</p> <p>3.4 Information needs of individuals and teams are</p>

	<p>anticipated and facilitated as part of change implementation and management.</p> <p>3.5 Recommendations for improving the methods and techniques to manage change are identified, evaluated and negotiated with appropriate individuals and groups</p>
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Variables	Range
Manager	A person with frontline management roles and responsibilities, regardless of the title of their position
Appropriate stakeholders may refer to:	<p>Those individuals and organizations who have a stake in the change and innovation being planned, including:</p> <ul style="list-style-type: none"> • Organization directors and other relevant managers • Teams and individual employees who are both directly and indirectly involved in the proposed change • Union/employee representatives or groups • OHS committees • Other people with specialist responsibilities • External stakeholders where appropriate - such as clients, suppliers, industry associations, regulatory and licensing agencies
Risks may refer to:	<ul style="list-style-type: none"> • Any event, process or action that may result in goals and objectives of the organization not being met • Any adverse impact on individuals or the organization • Various risks identified in a risk management process
Information needs may include:	<ul style="list-style-type: none"> • New and emerging workplace issues • Implications for current work roles and practices including training and development • changes relative to workplace legislation, such as OHS, workplace data such as productivity, inputs/outputs and future projections • Planning documents • Reports • Market trend data • Scenario plans • Customer/competitor data

Evidence Guide	
Critical Aspects of Competence	<p>Assessment must show evidence that the candidate:</p> <ul style="list-style-type: none"> • Planning the introduction and facilitation of change • Developing creative and flexible approaches and solutions • Managing emerging challenges and opportunities
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • The principles and techniques involved in: <ul style="list-style-type: none"> ▪ Change and innovation management ▪ Development of strategies and procedures to implement and facilitate change and innovation ▪ Use of risk management strategies: identifying hazards, • Assessing risks and implementing risk control measures are: <ul style="list-style-type: none"> ▪ Problem identification and resolution ▪ Leadership and mentoring techniques ▪ Management of quality customer service delivery ▪ Consultation and communication techniques ▪ Record keeping and management methods ▪ The sources of change and how they impact • Factors which lead/cause resistance to change • Approaches to managing workplace issues
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> • Communication skills • Planning work • Managing risk
Resources Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped assessment location with necessary tools, equipment and consumable materials
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training)

	<p>providers or employers)</p> <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Intensive Care Nursing	
Unit of competence	Develop and implement strategies to enhance client safety
Unit Code	HLT ICN5 12 0611
Unit Descriptor	This unit describes the knowledge and skills required to develop and implement communication strategies to enhance the inclusion of clients and careers in planning and delivering health care services and to support honest communication with clients relating to risk and adverse events.

Element	Performance Criteria
1. Promote partnerships between client and service provider	<p>1.1 Strategies are developed for staff to include clients and careers in planning and delivering health care services.</p> <p>1.2 Opportunities for staff are identified and supported to involve clients and careers in their care and treatment.</p> <p>1.3 Staff is assisted and supported to clarify and respect the rights of clients and careers through all stages of tests, procedures and treatments.</p> <p>1.4 Staff is assisted and supported to clarify and respect the choices of clients and careers in planning and delivery of health care services.</p> <p>1.5 Ways in which clients, careers and the community can contribute to improve health care services are identified.</p> <p>1.6 Staff is supported to ensure clients and careers are encouraged to ask questions and provide feedback about the delivery of health care services.</p> <p>1.7 Staff is provided with strategies and techniques to ensure clients and careers are effectively educated about their condition, treatments and available health care services.</p> <p>1.8 Staff is provided with appropriate training and resources to support the provision of culturally and linguistically appropriate services.</p> <p>1.9 Environments and structures are created to support optimal client and community involvement in health service planning and delivery.</p>
2. Enhance client understanding of risk	<p>2.1 Clients and careers are provided with quality information relating to risks involved relating to their health, proposed treatments and ongoing service delivery.</p> <p>2.2 Clients are supported as required to make informed decisions</p>

	<p>about proposed treatments and ongoing service delivery.</p> <p>2.3 Provision of information about the beneficial and harmful effects of care and treatments is supported according to the individual circumstances and priorities.</p> <p>2.4 Staff understanding is ensured that the importance of obtaining consent from both ethical and risk management perspectives.</p>
3. Manage communication related to adverse events	<p>3.1 Clear processes are established for managing adverse events and near misses within the scope of work role.</p> <p>3.2 Open disclosure guidelines are developed based on the National Open Disclosure Standard.</p> <p>3.3 Staff knowledge of the open disclosure guidelines and how they apply to their work role is ensured.</p> <p>3.4 Staff is supported to apply open disclosure guidelines when clients suffer adverse events and/or near misses.</p> <p>3.5 Clients and caregivers are supplied with information about the available support services.</p> <p>3.6 Emotional and trauma support services are provided to clients, caregivers and staff who have been involved in an adverse event or near miss.</p> <p>3.7 Information about learning from adverse events and near misses throughout the organization is disseminated.</p> <p>3.8 Community awareness of the occurrence of adverse events is encouraged to enhance client's involvement in health care services.</p>
4. Evaluate the effectiveness of client's safety strategies	<p>4.1 Regular organization self-assessments in relation to cultural and linguistic competence are conducted.</p> <p>4.2 The effectiveness of strategies is evaluated to involve clients and caregivers in the planning and delivery of health care services.</p> <p>4.3 Effectiveness of strategies is evaluated to prevent, manage and communicate adverse events and near misses.</p> <p>4.4 Client's feedback is sought on an ongoing basis and incorporates into evaluation strategies.</p> <p>4.5 Opportunities are identified for improvements in practices and processes impacting client safety</p> <p>4.6 Feedback and recognition are provided to the staff to establish and maintain behavior, and attitudes that support and enhance client's safety.</p>

Variable	Range statement
<i>Client's rights may include:</i>	<ul style="list-style-type: none"> • Treatment with reasonable care and skill • Right to refuse medical treatment

	<ul style="list-style-type: none"> • Confidentiality of information • Access to information held about them including medical records, registers • Right not to be discriminated against • Right to make a complaint • Right to be involved in decisions regarding treatment and care
<i>Legal obligations and requirements may relate to:</i>	<ul style="list-style-type: none"> • Privacy • Consent to medical treatment • Duty of care • Release of patient information, including medical and other clinical records • Coroners Act • Child protection • Industrial relations • Trade practices • Poisons legislation • Retention of human tissue • Equal Employment Opportunity • Occupational health and safety • Infection control • Contractual obligations • Licensing laws
<i>Consent of client may include:</i>	<ul style="list-style-type: none"> • Written • Verbal • Implied
<i>Available support services may include</i>	<ul style="list-style-type: none"> • Emotional support • Advocacy • Complaint information

Evidence Guide

Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Explain effective methods for educating clients about their conditions • Explain how to apply decision support service models to accommodate decisions based on individual preferences or cultural and religious beliefs • Explain own to evaluate the beneficial and harmful effects of care and treatments • Evaluate effectiveness of client safety strategies • Manage communication relating to adverse events
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	<ul style="list-style-type: none"> • Enhance client understanding of risk • Promote partnerships between client and service provider
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • Effective methods for educating clients about their conditions • How client decisions are influenced by the way risk information is presented • How clients can be involved in educating health care providers • How to apply decision support service models to accommodate decisions based on • Individual preferences or cultural and religious beliefs • How to engage consumers, clients and careers at every level of health care service delivery and involve them in health improvement activities • How to evaluate the beneficial and harmful effects of care and treatments • Key principles underpinning partnerships with consumers, clients and careers • Models and characteristics of treatment decision-making • National Open Disclosure Standard • Relative effectiveness of methods for communicating risk information to clients and careers • Role and responsibilities of the organization in open disclosure • Role of clinical risk management and quality improvement processes in open disclosure
Underpinning Skills	<p>Skills include the ability to:</p> <ul style="list-style-type: none"> • Evaluate effectiveness of client safety strategies • Manage communication relating to adverse events • Enhance client understanding of risk • Promote partnerships between client and service provider • Actively seek suggestions from clients and careers on improvements to health care • Develop a variety of methods to foster routine collaboration between health care providers and their clients and careers • Establish clear processes for managing adverse events and near misses in their organization • Foster community awareness of the role clients and the community can play in improving health care and making the health care system safe • Incorporate principles of open disclosure into organization guidelines

	<ul style="list-style-type: none"> • Integrate risk information into client information materials • Provide guidance and coaching to clients in decision-making, communicating with others, accessing support and handling pressure • Provide reports to staff about the importance of engaging clients and careers in health care delivery • Provide training to staff in the appropriate use of decision aids • Promote opportunities to address waste minimization, environmental responsibility and sustainable practice issues, including practices to ensure efficient use of resources
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 • Approved assessment tools • Certified assessor /Assessor's panel
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training providers or employers) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Intensive Care Nursing Level V	
Unit of competence	Maintain an effective health work environment
Unit Code	HLT ICN5 13 0611
Unit Descriptor	This unit of competence describes the knowledge and skills required to maintain an effective work environment in a health setting by monitoring, coordinating and promoting the implementation of ethical, safe and effective work practices in line with the established work requirements.

Element	Performance Criteria
1. Promote ethical work practices	<p>1.1 Decision-making is monitored to ensure that ethical guidelines are followed and underlying ethical complexity is recognized.</p> <p>1.2 Understanding and compliance with the principles of duty of care and legal responsibilities are ensured in all work undertaken.</p> <p>1.3 Ensure that appropriate action is taken to address any breach or non adherence to standard procedures or adverse event</p> <p>1.4 Work practices are monitored to ensure the confidentiality of any client matter in line with the organization policy and procedure.</p> <p>1.5 Respect for rights and responsibilities of others is promoted through considered application of work practices.</p> <p>1.6 knowledge and understanding of employee and employer, rights and responsibilities are applied and promoted in all work practices.</p> <p>1.7 Potential conflict of interest in the workplace is identified and action is taken to avoid and/or address.</p>
2. Support culture of effective communication	<p>2.1 Communication issues in the workplace are monitored and addressed.</p> <p>2.2 Oral and written communication in the workplace is monitored to ensure the confidentiality of client and staff matters.</p> <p>2.3 Workplace communication is monitored to support the accuracy and understanding of information provided and received.</p> <p>2.4 Recognition of individual and cultural differences in the workplace are promoted and any adjustments to the communication needed are supported to facilitate the achievement of identified outcomes.</p> <p>2.5 A client-centered approach to health care is promoted and</p>

	<p>supported throughout the interpersonal communication with clients and colleagues.</p> <p>2.6 Interpersonal differences in the workplace are promoted and assisted with the resolution of conflict.</p>
3. Maintain a positive approach to health in the workplace	<p>3.1 Work practices are monitored to ensure that they contribute to maintain an effective and client-centered approach to health.</p> <p>3.2 Implementation of work practices is monitored to ensure that clients are included in shared decision making as partners in health care.</p> <p>3.3 A workplace culture of promoting good health is supported and maintained by sharing health information.</p> <p>3.4 Workplace focus on preventing ill health and minimizing risk is facilitated.</p> <p>3.5 Workplace focus on processes and procedures is monitored and maintained to manage stress and prevent fatigue.</p>
4. Monitor professional work standards	<p>4.1 The implementation of the organizational policies and procedures related to awards, standards and legislative requirements of staff is monitored.</p> <p>4.2 Areas for improving work practices are identified and supported the implementation in line with the organizational policies and procedures.</p> <p>4.3 Compliance with relevant accreditation standards applying to the work undertaken is monitored and issues are addressed.</p> <p>4.4 The staff understanding and focus on achieving the organizational goals and objectives in work undertaken is monitored.</p> <p>4.5 Staff efforts are monitored and supported to respond positively to improve the work practices and procedures.</p> <p>4.6 Issues requiring mandatory notification are identified and reported appropriately.</p>
5. Work in the health industry context	<p>5.1 Effective relationships with workers from different sectors and levels of the industry are established in line with the work role and requirements.</p> <p>5.2 Knowledge of the roles and functions of various health care structures, organizations and systems is applied.</p> <p>5.3 Knowledge of current issues influencing the health care system, including health issues is maintained</p>
6. Take opportunities to develop own competence	<p>6.1 Own skills/knowledge are/is monitored in relation to the ongoing and changing work requirements</p> <p>6.2 Areas for personal development are identified in line with the health industry developments, organizational requirements and personal interest.</p> <p>6.3 Initiative is taken to access and/or create development</p>

	<p>opportunities to support organization need and personal career development.</p> <p>6.4 Available formal and informal skill/knowledge development and maintenance activities is undertaken.</p>
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Variable	Range statement
<i>Requirements of own work role may include:</i>	<ul style="list-style-type: none"> • Level of responsibility • Organization guidelines • Individual awards and benchmarks • Legislation relevant to work area • Accreditation standards
<i>Organization policy on confidentiality may relate to:</i>	<ul style="list-style-type: none"> • Storage of records • Destruction of records • Access to records • Release of information • Verbal and written communication
<i>Organization procedures, policies, awards, standards and legislation may include:</i>	<ul style="list-style-type: none"> • Federal legislation • Quality management policy and practice • Current Ethiopian Standards • Aged care accreditation standards • Accreditation and service provision standards of other relevant industry organizations • Relevant health regulations and guidelines, policies and procedures, including child protection
<i>Communication strategies may include:</i>	<ul style="list-style-type: none"> • Active listening • Appropriate language • Appropriate communication aids • Appropriate modes of communication • Appropriate demeanor and body language • Appropriate tone and presentation • Observation • Questioning, clarifying, advising • Providing appropriate and accurate information
<i>Promoting positive client relationship may include:</i>	<ul style="list-style-type: none"> • Acknowledging and greeting courteously • Identifying client needs and attending to them in a timely manner • Handling complaints sensitively, courteously and as per practice protocols • Demonstrating respect for clients' time

<p><i>A client-centered approach to health includes:</i></p>	<ul style="list-style-type: none"> • Putting clients and careers at the centre of service delivery • Including clients in decision-making relating to their health care • Involving clients in discussions about service delivery options and issues • Obtaining client consent to examine, treat or work with them • Effective customer service
<p><i>Employee rights and responsibilities may relate to:</i></p>	<ul style="list-style-type: none"> • Duty of care responsibilities • Leave entitlements • Attendance requirements • Obeying lawful orders • Confidentiality and privacy of organization, client and colleague information • Adherence to OHS • Protection from discrimination and sexual harassment in the workplace • The right to union representation
<p><i>Issues requiring mandatory notification may include:</i></p>	<ul style="list-style-type: none"> • Protection of children and others identified to be at risk • Issues defined by jurisdictional legislation and/or regulatory requirements • Issues specifically identified by under organization policies
<p><i>Improved work practices may relate, for example to:</i></p>	<ul style="list-style-type: none"> • Enhancing outcomes for clients • Enhancing sustainability of work, such as efficient and effective work practices in relation to: <ul style="list-style-type: none"> ▪ Use of power ▪ Use of resources, including for administration purposes ▪ Waste management and recycling practices • Enhancing safety of staff and client
<p><i>Identifying and implementing improved work practices may include:</i></p>	<ul style="list-style-type: none"> • Reporting and implementing suggested improvements • Seeking and addressing customer feedback • Monitoring tasks • Responding to surveys and questionnaires • Assessing/observing/measuring environmental factors • Checking equipment
<p><i>Employer rights and responsibilities may relate to:</i></p>	<ul style="list-style-type: none"> • Legislative requirements for employee dismissal i.e. Workplace Relations Act • Legislative requirements to provide a safe work environment free from discrimination and sexual harassment

	<ul style="list-style-type: none"> • Enterprise workplace agreements
<p><i>Designated knowledge/skill development may relate to:</i></p>	<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 • Discrimination, harassment and bullying in the workplace • Formal and informal resolution of grievances • Waste management • Customer service • Communication, conflict resolution • Others

Evidence Guide		
Critical Aspects of Competence	of	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Explain duty of care, confidentiality of information and ethical decision-making • Explain and apply principles underpinning client-centered health care and client safety • Describe role, function and objectives of the organization, and relevance to specific workplace requirements • Explain relevant organization procedures, policies, awards, standards and legislation and their application in the workplace • Analyze implementation of workplace procedures and their outcomes to identify areas for improvement • Apply high level decision-making and problem solving skills as required to monitor decision-making processes and provide constructive input to assist others • Create and promote opportunities to enhance sustainability in the workplace • Apply high level communication skills as required by

	specific work
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • Details of accreditation processes and quality improvement practices • Implications of relevant legislation, including: <ul style="list-style-type: none"> ▪ Access and equity ▪ Anti-discrimination ▪ Infection control ▪ OHS ▪ Privacy • Meaning of duty of care, confidentiality of information and ethical decision-making in relation to own and others' work duties and responsibilities; what constitutes a breach of these and potential ramifications of such breaches • Principles underpinning client-centered health care • Principles of client safety • Organization procedures relating to: <ul style="list-style-type: none"> ▪ Emergency response ▪ Fire safety ▪ Safe disposal of goods/waste ▪ Security ▪ Sustainability in the workplace, including environmental, economic, workforce and social sustainability • Role, function and objectives of the organization, and relevance to specific workplace requirements • Terms and conditions of employment for staff members • Understanding of relevant organization procedures, policies, awards, standards and legislation and their application in the workplace

Underpinning Skills	<p>Skills include the ability to:</p> <ul style="list-style-type: none"> • Apply knowledge of the ramifications of breaches of duty of care, confidentiality, ethical guidelines and other relevant policies and legislation • Apply understanding of good personal hygiene and risk associated with poor hygiene • Identify own responsibilities within the workplace • Analyze implementation of workplace procedures and their outcomes to identify areas for improvement • Apply functional literacy skills needed for written and oral information about workplace requirements • Apply high level decision-making and problem solving skills as required to monitor decision-making processes and provide constructive input to assist others • Create and promote opportunities to enhance sustainability in the workplace • Use high level communication skills as required by specific work role, including: <ul style="list-style-type: none"> ▪ Interpreting and implementing complex verbal and/or written instructions ▪ Providing information and ensuring understanding ▪ Reporting incidents in line with organization requirements ▪ Seeking clarification of information provided by others
Resources Implication	<p>The following resources MUST be provided.</p> <ul style="list-style-type: none"> • Access 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	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.
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Occupational Standard: Intensive Care Nursing Level V	
Unit Title	Establish and Conduct Business Relationships
Unit Code	HLT ICN5 14 0611
Unit Descriptor	This unit covers the skills, attitudes and knowledge required to manage business relationship with customers within the constructions industry context.

Elements	Performance Criteria
1. Establish contact with customer	<p>1.1 Welcoming customer environment is maintained.</p> <p>1.2 Customer is greeted warmly according to the enterprise policies and procedures.</p> <p>1.3 Effective service environment is created through verbal and non-verbal presentation according to the enterprise policies and procedures.</p> <p>1.4 Customer data is maintained to ensure the database relevance and currency.</p> <p>1.5 Information on customers and service history is gathered for analysis.</p> <p>1.6 Opportunities to maintain regular contact with customers are identified and taken up.</p>
2. Clarify the needs of customer	<p>2.1 Customer needs are determined through questioning and active listening.</p> <p>2.2 Customer needs are accurately assessed against the products/services of the enterprise.</p> <p>2.3 Customer details are documented clearly and accurately in the required format.</p> <p>2.4 Negotiations are conducted in a business-like and professional manner.</p> <p>2.5 Benefits are maximized for all parties in the negotiation through the use of established techniques and in the context of establishing long term relationships.</p> <p>2.6 The results of negotiations are communicated to the appropriate colleagues and stakeholders within the appropriate timeframes.</p>
3. Provide information and advice	<p>3.1 Features and benefits of products/services provided by the enterprise are described/recommended to meet customer needs.</p> <p>3.2 Information to satisfy customer needs is provided.</p> <p>3.3 Alternative sources of information/advice are discussed</p>

	with the customer.
4. Foster and maintain business relationships	<p>4.1 Pro-actively seek; review and act upon information are needed to maintain the sound business relationships.</p> <p>4.2 Agreements are honored within the scope of the individual responsibility.</p> <p>4.3 Adjustments are made to the agreements in consultation with the customer, and information is shared with appropriate colleagues.</p> <p>4.4 Relationships are nurtured through regular contact and use of effective interpersonal and communication styles.</p>

Variables	Range
Opportunities to maintain regular contact with customers may include:	<ul style="list-style-type: none"> • Informal social occasions • Industry functions • Association membership • Co-operative promotions • Program of regular telephone contact
Negotiation techniques are:	<ul style="list-style-type: none"> • Identification of goals, limits • Clarification of needs of all parties • Identifying points of agreement and points of difference • Preparatory research of facts • Active listening and questioning • Non-verbal communication techniques • Appropriate language • Bargaining • Developing options • Confirming agreements • Appropriate cultural behavior

Evidence Guide	
Critical Aspects of Competence	<p>It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • Consistently applying enterprise policies and procedures and industry codes of practice in regard to customer service • Providing a quality service environment by treating customers in a courteous and professional manner through all stages of the procedure • Using effective questioning/active listening and observation skills to identify customer needs • Communicating effectively with others involved in or affected by the work • Maintaining relevant and current customer databases in accordance with enterprise policies and procedures

	<ul style="list-style-type: none"> • Ability to build and maintain relationships to achieve successful business outcomes 		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and attitudes on:</p> <ul style="list-style-type: none"> • Operational knowledge of enterprise policies and procedures in regard to: <ul style="list-style-type: none"> ➤ Customer service, dealing with difficult customers ➤ Maintenance of customer databases ➤ Allocated duties/responsibilities ➤ General knowledge of the range of enterprise merchandise and services, location of telephone extensions and departments/sections • Basic operational knowledge of legislation and statutory requirements, including consumer law, trade practices and fair trading legislation • Basic operational knowledge of industry/workplace codes of practice in relation to customer service • Negotiation and communication techniques appropriate to negotiations that may be of significant commercial value 		
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> • Use workplace technology related to use of customer database • Collect, organize and understand information related to collating and analyzing customer information to identify needs • Communicate ideas and information • Plan and organize activities concerning information for database entries • Use mathematical ideas and techniques to plan database cells and size • Establish diagnostic processes which identify and recommend improvements to customer service 		
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/roll-plays • Written exam/test on understanding 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 under pinning knowledge.</p>		
Context of	Competence may be assessed in the work place or a simulated		
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Assessment	work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.
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Occupational Standard: Intensive Care Nursing Level V	
Unit Title	Develop and Refine Systems for Continuous Improvement in Operations
Unit Code	HLT ICN5 15 1012
Unit Descriptor	This unit of competency covers the skills, knowledge and processes required to ensure that continuous improvement systems do not stultify and continue to improve along with other operational systems in an organization. This unit is about improving the process yield/unit of effort or cost, reducing process variation and increasing process reliability, upgrading, enhancing or refining process outputs, and includes developing a culture of reviewing and sustaining change ensuring improvements are maintained and built on.

Elements	Performance Criteria
1. Establish parameters of current internal improvement systems	1.1 Describe organization systems that impact on continuous improvement 1.2 Identify current relevant metrics and their values 1.3 Check that metrics are collected for all improvements 1.4 Determine yield of current improvement processes 1.5 Review results of improvements
2. Distinguish breakthrough improvement processes	2.1 Identify all improvements which have occurred over an agreed period of time 2.2 Distinguish between breakthrough improvements and continuous improvements 2.3 Determine the timing of breakthrough improvement processes 2.4 Analyze factors controlling the timing and selection of breakthrough improvements 2.5 Analyze continuous improvements to identify cases where breakthrough improvements were required 2.6 Validate findings with process/system owners and obtain required approvals 2.7 Improve timing/selection of breakthrough improvements 2.8 Improve other factors limiting the gains from breakthrough improvements
3. Develop continuous improvement practice	3.1 Check that levels of delegated authority and responsibility are appropriate for continuous improvement from the shop floor

	<p>3.2 Ensure all personnel have appropriate capabilities for continuous improvement processes</p> <p>3.3 Ensure personnel and systems recognize potential breakthrough improvement projects</p> <p>3.4 Ensure sufficient resources are available for the operation of continuous and breakthrough improvement processes</p> <p>3.5 Check that relevant information flows from improvement changes to all required areas and stakeholders</p> <p>3.6 Check data collection and metrics analysis capture changes which result from improvement actions</p> <p>3.7 Check that improvement changes are standardized and sustained</p> <p>3.8 Check review processes for routine continuous improvements</p> <p>3.9 Remove or change factors limiting gains from improvements</p> <p>3.10 Modify systems to ensure appropriate possible changes are referred to other improvement processes</p> <p>3.11 Institutionalize breakthrough</p>
4. Establish parameters of current external improvement system	<p>4.1 Review value stream systems that impact on improvement</p> <p>4.2 Review procedures for deciding improvement methodologies Identify current relevant metrics and their values, as appropriate</p> <p>4.3 Determine yield of current improvement processes</p> <p>4.4 Review results of improvements</p>
5. Explore opportunities for further development of value stream improvement processes	<p>5.1 Review mechanisms for consultation with value stream members</p> <p>5.2 Develop mechanisms for further improving joint problem solving</p> <p>5.3 Develop mechanisms for increased sharing of organizational knowledge</p> <p>5.4 Obtain support and necessary authorizations from process/system owners</p> <p>5.5 Capture and standardize improvements</p> <p>5.6 Improve factors limiting gains from continuous improvements</p>
6. Review systems for compatibility with	<p>6.1 Review all systems which impact or are impacted on improvements and the improvement system</p> <p>6.2 Analyze relationships between improvement systems</p>

improvement strategy	<p>and other relevant systems</p> <p>6.3 Analyze practices caused by and results from the systems</p> <p>6.4 Negotiate changes to the systems to improve the outcomes from improvement systems</p> <p>6.5 Obtain necessary approvals to implement changes</p> <p>6.6 Monitor the implementation of the changes</p>
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Variable	Range
Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree • Competitive systems and practices should be interpreted so as to take into account: <ul style="list-style-type: none"> – stage of implementation of competitive systems and practices – the size of the enterprise – the work organization, culture, regulatory environment and the industry sector
Code of practice and standards	Where reference is made to industry codes of practice, and/or Ethiopian/international standards, the latest version must be used

Organization systems	<p>Organization systems may include:</p> <ul style="list-style-type: none"> • problem recognition and solving • operational/process improvement • improvement projects • product/process design and development • processes for making incremental improvements
Relevant metrics	<p>Relevant metrics include all those measures which might be used to determine the performance of the improvement system and may include:</p> <ul style="list-style-type: none"> • hurdle rates for new investments • KPIs for existing processes • quality statistics • delivery timing and quantity statistics • process/equipment reliability ('uptime') • incident and non-conformance reports • complaints, returns and rejects
Process improvement yield	<p>Improvement process yield may be regarded as:</p> <ul style="list-style-type: none"> • the benefit achieved for the effort invested
Breakthrough improvements	<p>Breakthrough improvements include:</p> <ul style="list-style-type: none"> • those which result from a kaizen blitz or other improvement project or event and are a subset of all improvements
Timing of breakthrough improvements	<p>Timing of breakthrough improvements includes:</p> <ul style="list-style-type: none"> • frequency (which should be maximized) and duration (which should be minimized) of events/projects
Continuous improvement	<p>Continuous improvement is part of normal work and does not require a special event to occur (although may still require authorizations) and contrasts with breakthrough improvement/kaizen blitz which occurs by way of an event or project</p>
Resources for improvement	<p>Resources for improvements include:</p> <ul style="list-style-type: none"> • improvement budget • guidelines for trialing of possible improvements • mechanism for approvals for possible improvements • business case guidelines for proposed improvements • indicators of success of proposed improvement • mechanisms for tracking and evaluation of changes • forum for the open discussion of the results of the implementation • mechanisms for the examination of the improvement for additional improvements • organization systems to sustain beneficial changes
Capturing value stream improvements	<p>Capturing value stream improvements includes:</p> <ul style="list-style-type: none"> • revised contractual arrangements • revised specifications • signed agreements • other documented arrangements which formalize the raised base line

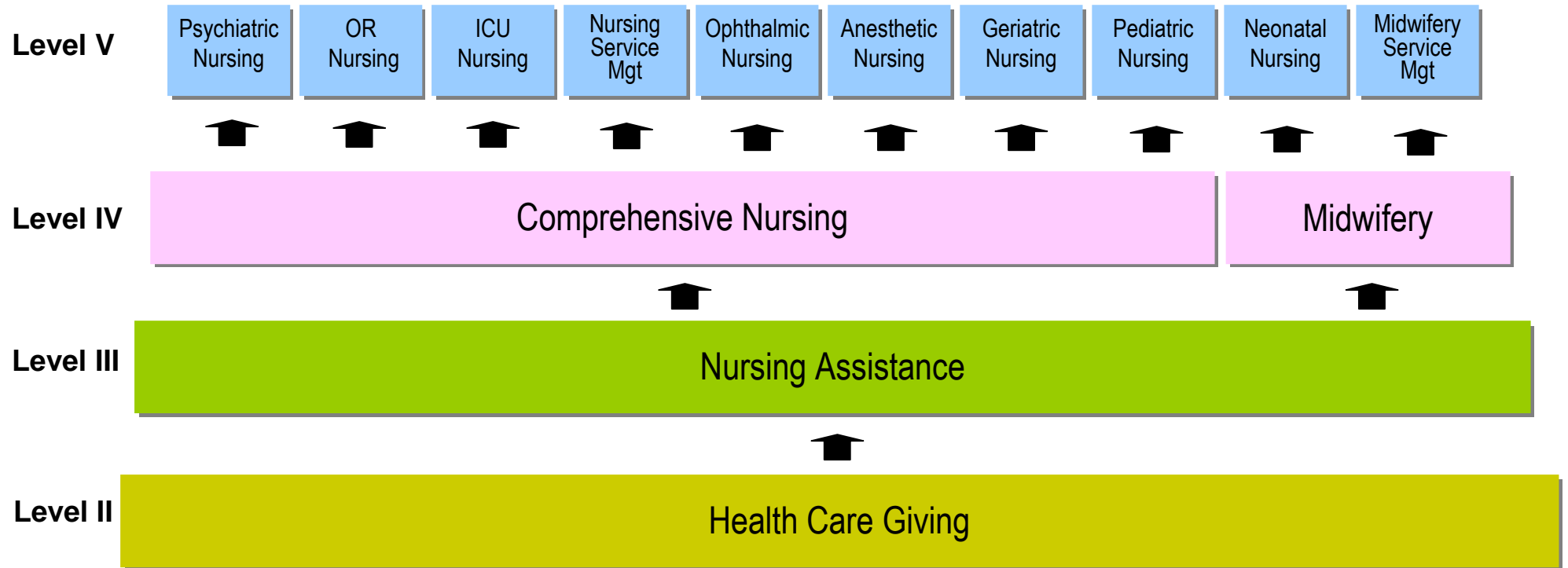
Systems impacting improvements	Systems which impact/are impacted on improvements and the improvement system include: <ul style="list-style-type: none"> • office • purchasing • rewards (individual or team at all levels) • sales • marketing • maintenance • process/product • transport and logistics
Organizational knowledge	Organizational knowledge should: <ul style="list-style-type: none"> • be able to be quantified or otherwise modified to make its outcomes measurable or observable • be able to be expressed in an accessible and distributable form appropriate to the organization operations and stakeholders
Improvements	Improvements may: <ul style="list-style-type: none"> • be to process, plant, procedures or practice • include changes to ensure positive benefits to stakeholders are maintained
Manager	Manager may include: <ul style="list-style-type: none"> • any person who may have either a permanent or an ad hoc role in facilitating the function of multiple teams in a workplace, departments or entire organizations

Evidence Guide	
Critical Aspects of Competence	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: <ul style="list-style-type: none"> • critically review current continuous improvement processes • establish ongoing review of continuous improvement processes • implement improvements in the practice of continuous improvement • better align internal and external systems • gather data through interviews with stakeholders • review existing data • obtain additional data through a variety of techniques • communicate and negotiate at all levels within the organization
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • competitive systems and practices tools, including: • value stream mapping • 5S • Just in Time (JIT) • mistake proofing • process mapping

	<ul style="list-style-type: none"> • establishing customer pull • kaizen and kaizen blitz • setting of KPIs/metrics • identification and elimination of waste (muda) • continuous improvement processes including implementation, monitoring and evaluation strategies for a whole organization and its value stream • difference between breakthrough improvement and continuous improvement • organizational goals, processes and structure • approval processes within organization • cost/benefit analysis methods • methods of determining the impact of a change • advantages and disadvantages of communication media, methods and formats for different messages and audiences • customer perception of value • define, measure, analyze, improve, and control and sustain (DMAIC) process
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialized nature and in highly varied and/or highly specialized contexts • communicating at all levels in the organization and value stream and to audiences of different levels of literacy and numeracy • analyzing current state/situation of the organization and value stream • determining and implementing the most appropriate method for capturing value stream improvements • collecting and interpreting data and qualitative information from a variety of sources • analyzing individually and collectively the implementation of competitive systems and practices tools in the organization and determining strategies for improved implementation • relating implementation and use of competitive systems and practices and continuous improvement to customer benefit • solving highly varied and highly specialized problems related to competitive systems and practices implementation and continuous improvement to root cause • negotiating with stakeholders, where required, to obtain information required for implementation and refinement of continuous improvements, including management, unions, value stream members, employees and members of the community • reviewing relevant metrics, including all those measures which might be used to determine the performance of the improvement system, including:

	<ul style="list-style-type: none"> – key performance indicators (KPIs) for existing processes – quality statistics – delivery timing and quantity statistics – process/equipment reliability ('uptime') – incident and non-conformance reports – implementing continuous improvement to support systems and areas, including maintenance, office, training and human resources
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 assessee • 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
Methods of Assessment	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of principles and techniques associated with change management <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge</p>
Context of Assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p>

Sector: Health
Sub-Sector: Nursing Care



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