

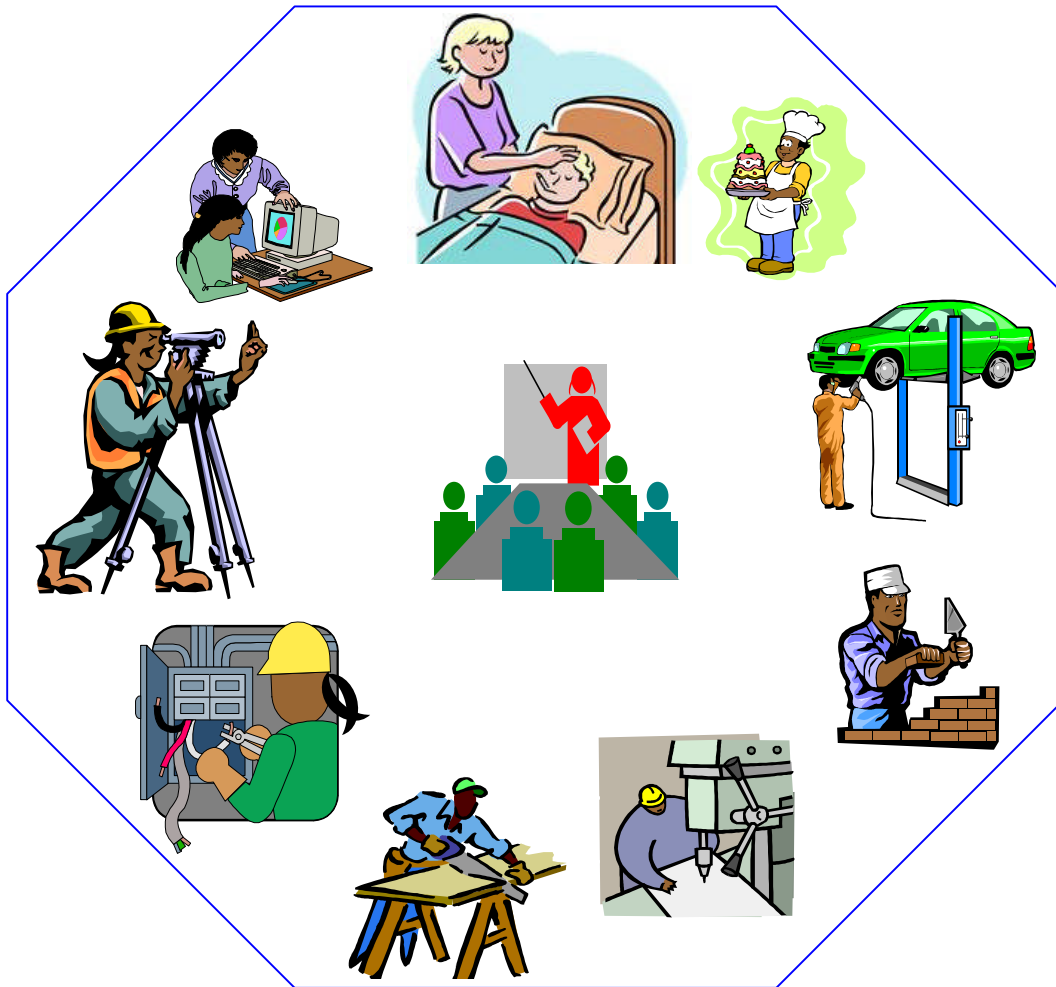
Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD



MIDWIFERY



NTQF Level IV



Ministry of Education

June 2011

Introduction

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

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

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

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

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

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

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

- Chart with an overview of all Units of Competence for the respective level (Unit of Competence Chart) including the Unit Codes and the 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: Midwifery		
Occupational Code: HLT MWR		
NTQF Level IV		
<p>HLT MWR4 01 0611 Provide High Quality Focused Antenatal Care (ANC)</p>	<p>HLT MWR4 02 0611 Provide High Quality Care during Labor and Birth, Identify and Manage Obstetric and Newborn Emergencies</p>	<p>HLT MWR4 03 0611 Provide High Quality Postpartum Care for the Women and the Newborn</p>
<p>HLT MWR4 04 0611 Provide care for clients with gynecological problems</p>	<p>HLT MWR4 05 0611 Provide Quality Family Planning Services</p>	<p>HLT MWR4 06 0611 Provide Sexual and Reproductive Health Care for Clients</p>
<p>HLT MWR4 07 0611 Communicate Information to Facilitate Decision-making by the Client</p>	<p>HLT MWR4 08 0611 Make Referrals to Other Health Care Professionals when Appropriate</p>	<p>HLT MWR4 09 0611 Utilize Specialized Communication Skills</p>
<p>HLT MWR4 10 0611 Migrate to New Technology</p>	<p>HLT MWR4 11 0611 Organize and Complete Daily Work Activities</p>	<p>HLT MWR4 12 0611 Manage Workplace OHS Management System</p>
<p>HLT MWR4 13 0611 Manage Effective Workplace Relationships</p>	<p>HLT MWR4 14 0611 Manage and Maintain Small/Medium Business Operations</p>	<p>HLT MWR4 15 1012 Manage Continuous Improvement System</p>

Occupational Standard: Midwifery Level IV	
Unit Title	Provide High Quality Focused Antenatal Care (ANC)
Unit Code	HLT MWR4 01 0611
Unit Descriptor	This unit of competency describes knowledge, skill and attitude required to provide high quality focussed ANC based on effective assessment, diagnosis, planning, management and evaluating pregnancy associated conditions and provide appropriate preventive and promotive care including HIV.

Elements	Performance Criteria
1. Plan focused antenatal activity	<p>1.1 Resource mapping is conducted using the standard format of FMOH.</p> <p>1.2 Antenatal eligible is identified and the number of expect pregnant women is calculated from the catchments using the standard statistical method.</p> <p>1.3 A plan of action is developed according to the strategic planning and management (SPM) document of the Ministry of Capacity Building.</p>
2. Deliver health care during pregnancy	<p>2.1 General, social and obstetric health history is taken and documented.</p> <p>2.2 Symptoms of pregnancy are identified and expected date of delivery (EDD) is calculated.</p> <p>2.3 An antenatal care plan is discussed with the pregnant woman based on the standard protocols, instructions of medical staff and client requirements.</p> <p>2.4 Information on healthy living and maternal health risks is discussed.</p> <p>2.5 <i>Antenatal clinical assessments</i> are performed in line with the standard protocols and client requirements.</p> <p>2.6 <i>Information</i> is provided on birthing options, signs of labor, and stages of labor, pain management techniques and family attendance at delivery.</p> <p>2.7 Minor disorders of pregnancy are identified, and advice and treat are appropriately provided.</p> <p>2.8 Women are supported to obtain the needed medicines and provide with the appropriate information on use.</p> <p>2.9 Appointments are made for specialist assessment, diagnostic imaging and other referred care according to the medical orders and support women to attend as needed</p> <p>2.10 Symptoms or signs suggesting potentially serious complications of pregnancy are identified and referred appropriately.</p>

	<p>2.11 Specialist obstetricians, allied health professionals and other members of the health care team are consulted and involved as appropriate.</p> <p>2.12 The OHS (occupational health and safety) procedure is followed while providing ANC.</p>
3. Take and record the complete history of the pregnant mother	<p>3.1 General and social information (name, parity, etc) are taken from the antenatal client based on the standard format and document of FMOH.</p> <p>3.2 Complaints of the current pregnancy are taken from the antenatal client according to the procedure of FMOH.</p> <p>3.3 Obstetric health, medical, surgical history and related complications are collected from previous antenatal and other client documents based on the standard assessment technique.</p>
4. Promotes the health and well-being of the pregnant woman and the fetus	<p>4.1 The nursing process is used to plan, implement and evaluate holistic antenatal care in collaboration with the woman and significant others.</p> <p>4.2 Women and families are educated about normal physiological changes of pregnancy and advised on strategies to relieve common discomforts.</p> <p>4.3 The growth and well-being of the fetus are assessed.</p> <p>4.4 Nutritional advice for pregnancy and lactation is provided.</p> <p>4.5 Information from antenatal assessments is interpreted and acted upon.</p> <p>4.6 Basic screening laboratory/ultrasound studies are interpreted and analyzed.</p> <p>4.7 Health risk factors are identified, and cases are referred as necessary.</p>
5. undertake routine investigation	<p>The following relevant investigations , diagnostic tests and screening procedures are ordered and interpreted</p> <p>5.1 Hemoglobin /haematocrit</p> <p>5.2 Urine test for infection</p> <p>5.3 Urine test for protein</p> <p>5.4 Stool for ova and parasite</p> <p>5.5 Rapid syphilis test</p> <p>5.6 Blood group and RH factor</p> <p>5.7 Blood film for haemoparasite</p> <p>5.8 Blood glucose level</p> <p>5.9 Screen for HIV</p> <p>5.10 Urine test for HCG</p>
6. Effectively diagnose and manage pregnancy related illnesses and conditions	<p>Pregnancy related illnesses and other medical problems are diagnosed and managed</p> <p>6.1 Minor disorders of pregnancy</p> <p>6.2 Complications of pregnancy</p> <p>6.3 Other medical problems (malaria ,tuberculosis, cardiac problems)</p>

	<p>6.4 Care and follow up on HIV and STI management</p> <p>6.5 PMTCT service</p> <p>6.6 ART enrolment (for mother and newborn)</p>
<p>7. Provide preventive and promotive care and support for pregnant mother.</p>	<p>7.1 Information and health education is provided by using different types and sources of information:</p> <ul style="list-style-type: none"> • Danger signs in pregnancy and delivery • Minor pregnancy disorders • Birth preparedness & complication readiness planning • Nutrition • HIV counseling & testing • Breast Feeding • Family planning • Vaccine • Personal hygiene • Rest and exercise • Dressing • Use of ITN for malaria prevention • Benefit of PMTCT and • Harmful traditional practices affecting mother and fetus during pregnancy according to the national guideline. <p>7.2 Provide preventive care by supplementing:</p> <ul style="list-style-type: none"> • TT vaccine • Vitamin A capsules • Iron/FA • Mebendazole • Use of ITN (Insecticide treated bed net)
<p>8. Prepares the woman for labor, birth and parenting</p>	<p>8.1 Educates the woman about the onset and process of labor</p> <p>8.2 Provides information about pain relief, birth positions and delivery options to facilitate informed choices</p> <p>8.3 Protects, promotes and supports breastfeeding in alignment with current WHO/UNICEF guidelines</p>
<p>9. Provide PMTCT</p>	<p>9.1 PIHTC is provided to the pregnant mother according to PIHTC protocol of the FMOH.</p> <p>9.2 HIV pre-counseling is given to the client according to the standard counseling technique protocol of FMOH.</p> <p>9.3 HIV testing is done according to rapid test algorithm of the FMOH.</p> <p>9.4 HIV post-counseling is given to the client according to the standard counseling technique protocol of the FMOH.</p> <p>9.5 Appropriate treatment is given to the pregnant mother according to the national protocol.</p>

Variables	Range
Occupational Health & Safety (OHS)	<ul style="list-style-type: none"> • Ensure that your own health and hygiene does not pose a threat to others • Correct personal protective clothing appropriate to ANC activities • Use correct manipulations and handling techniques of assessing pregnant women • Store equipment and materials appropriately • Deal with spillages and disposal of waste according to standards and guidelines
Antenatal history taking includes	<ul style="list-style-type: none"> • General and social information includes: <ul style="list-style-type: none"> • Age, • Occupation, • Place of residence, • Marital status, • Number of children, • Educational level, ethnicity, economic status • Obstetric information includes: <ul style="list-style-type: none"> • Parity, gravidity, • Previous abortion, • Previous CS, • Still birth, prolonged labor or obstructed labor, neonatal death • APH, PPH, multiple pregnancy ,pre-eclampsia and eclampsia • Medical information includes: <ul style="list-style-type: none"> • chronic hypertension, • Anemia • Rh and ABO incompatibility • Surgical information includes: <ul style="list-style-type: none"> • Laparotomy
Antenatal physical assessment includes:	<ul style="list-style-type: none"> • Inspection: inspect thoroughly from the head to toe to look for jaundice, anemia, cyanosis, edema, etc • Palpation: to identify fetal lie and presentation • Auscultation: to appreciate the fetal heart beat • Identify all signs/ evidence of pregnancy
Risk factors include:	<ul style="list-style-type: none"> • Lifestyle and other risk factors identified from a health history and physical examination are: <ul style="list-style-type: none"> • Obstetrics (previous abortion, previous C/S, multi parity,

	<ul style="list-style-type: none"> etc) • Medical (hypertension, DM, anemia, etc) • Surgical (any previous surgical history) • Potential risk factors on the fetus, including: <ul style="list-style-type: none"> • Alcohol consumption • STI • Anemia • Tobacco use • Mal-nutrition • Prescription and non prescription drugs • Illegal drugs • Environmental hazards • Potential impact of compliance or non-compliance with antenatal care plan • Presence or absence of family, financial and social support systems • Environmental and housing issues affecting pregnancy, child care and family health
Potentially high risk complications of pregnancy requiring referral may include:	<ul style="list-style-type: none"> • Shortness of breath • Absence of fetal movement • Vaginal bleeding (painful and painless) – threatened miscarriage, incomplete miscarriage, placenta previa, placental abruption • Abdominal pain in early pregnancy – ectopic pregnancy • Premature labor and rupture of membranes • UTI • Previous history of obstructed labor with complications such as fistula • A rise in BP • Excessive or poor weight gain • Sudden generalized Edema • Abnormal fundal heights for dates • Absence of fetal heart beat • Anemia • Protein uria/ hypertension – pregnancy-induced hypertension
Tools and Equipment	<ul style="list-style-type: none"> • Vital sign measuring equipments, antiseptic solutions, examination couch, Table and seats, recording and reporting formats and logbooks, Fetal assessment and monitoring equipments, weighing scale, measuring tape, lab requests material.

Types and Sources of Information	<ul style="list-style-type: none"> • Focused ANC guideline, Posters and diagrams, teaching curriculum, New World Health Organization antenatal care model, International Confederation of Midwives website
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Evidence Guide	
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Critical Aspects of Competence	<p>Assessment requires evidence that the candidate ability to:</p> <ul style="list-style-type: none"> • Demonstrate women centred approach to provide focused ANC with purpose of preventing, managing and providing care for pregnant women. • Demonstrate how to assess and diagnose pregnancy • Detect abnormality • Treat minor disorder of pregnancy • Provide information and education on health promotion and disease prevention • Communication skill to educate antenatal health care • Identification of danger sign and ability to refer to the next higher level • HIV counseling skill • Provide advice, guidance and support to clients and their families on antenatal health issues and PMTCT
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Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Organization policies, protocol, and procedures legal framework, relating to client confidentiality • Planning • Anatomy/ Physiology, Pharmacology and disorder relevant to pregnancy • Knowledge of antenatal health and prevention and control of infection • Antenatal physical diagnosis • Nutritional needs of pregnant women • Health conditions, obstetric problems and associated issues related to pregnancy <p>Strategies to:</p> <ul style="list-style-type: none"> • Improve antenatal health in the community and at household level • Address clients presenting with antenatal problems and identification of danger sign • Manage relevant treatments, medicines and associated care services available • Risks and contraindications associated with relevant treatments and medication • Realistic expectation of clients condition during monitoring of progress of pregnancy • Medical problems occurring in pregnancy requiring referral • HIV testing, counseling, and managing <p>Recording and registration of findings form a physical</p>
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	<p>assessment and follow up as procedures:</p> <ul style="list-style-type: none"> • Components of focused ANC • Confidentiality • Minor disorder in pregnancy • Complications of pregnancy • How to classify women who needs basic care and specialty care
Underpinning Skills	<p>Essential skills includes the ability to:</p> <ul style="list-style-type: none"> • Communicate effectively • Maintain client's privacy • Perform proper History taking and physical examination techniques • Perform abdominal examination for pregnant women(all types of Leopold's maneuver) • Perform breast examination • Perform pelvic assessment and identification of abnormalities • Handle tools and equipments safely • Recording and Documenting of data • Demonstrate infection prevention strategies • Plan antenatal activity • Promote antenatal health care • Skills in performing relevant general, obstetric and gynecologic examination are demonstrated • Skills in using and handling tools and equipments used for assessment • Perform antenatal examination • Identify risk pregnancy • Manage and refer antenatal risks • Provide PMTCT • Register and document antenatal records
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped assessment location with necessary tools and equipment as well as consumable materials
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Demonstration / Observation with Oral Questioning • Practical assessment • Simulation/Role-plays • Portfolio Assessment (E.g. Certificate from training providers)
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 unit of competency should be assessed in conjunction

	with other relevant units in this occupation.
Occupational Standard: Midwifery Level IV	
Unit Title	Provide High Quality Care during Labor and Birth, Identify and Manage obstetric and Newborn Emergencies.
Unit Code	<u>HLT MWR4 02 0611</u>
Unit Descriptor	This unit of competency describes knowledge, skills and attitude required to provide high quality care during labour, delivery, obstetric and neonatal emergencies.

Elements	Performance Criteria		
1. Assessment and diagnosis of labor	1.1 Sign and symptoms of true or false labor are recognized. 1.2 The stages of labor are identified. 1.3 Progress of labor, maternal and fetal condition is followed by using pantograph. 1.4 How to use the pantograph is demonstrated. 1.5 Abdominal, pelvic and vaginal examination is performed. 1.6 Vital signs of the mother are monitored. 1.7 Fetal heart beat monitored. 1.8 Relevant data is collected, interpreted and used for management purpose.		
2. Support women during childbirth	2.1 Local birthing practices and cultural beliefs are identified and discussed with women in planning and advocating for the appropriate childbirth. 2.2 Roles, relationships and responsibilities are discussed to support safe birthing with women and families. 2.3 Signs of onset of labor are discussed and identified, and women are supported to attend a birthing facility as required 2.4 Physical and emotional support to women is provided as appropriate during hospitalization. 2.5 Women's emotional, social and cultural needs are respected according to the fundamental reproductive health rights. 2.6 Normal physiological childbirth is promoted. 2.7 Complications and emergency conditions related to child birth are identified. 2.8 Midwifery care which reduces risk and harm is implemented. 2.9 Woman's preferences throughout labor and delivery are encouraged and respected, involving the family as requested. 2.10 Comprehensive care is provided by using different updated types and sources of information.		
3. Demonstrates an understanding of the	3.1 The relevant critical diameters and landmarks of the maternal reproductive anatomy are recognized		
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physiology of labor	<p>3.2 The signs which indicate the onset and progress of labor are identified.</p> <p>3.3 The measures to assess fetal and maternal well-being in labor are identified.</p> <p>3.4 The signs and indicators of complications are identified.</p>
4. Conduct a clean and safe delivery	<p>4.1 Necessary tools and equipments are prepared.</p> <p>4.2 Culturally sensitive care is provided during labor according to the national protocol.</p> <p>4.3 Partograph is used for management and decision during labor and delivery.</p> <p>4.4 Normal delivery is managed according to the procedure.</p> <p>4.5 Vaginal delivery is assisted using vacuum or forceps according to the national protocol.</p> <p>4.6 Third stage of labor is managed actively according to the active management of 3rd stage of labor protocol.</p> <p>4.7 Newborns are assessed at birth and immediate care is given according to the national guideline</p> <p>4.8 PMTCT service is provided.</p>
5. Manage obstetric emergencies effectively.	<p>5.1 Obstetric emergencies are identified; BEmOC and care are provided according to the national guideline.</p> <p>5.2 Emergency situations are timely recognized and appropriate intervention, consultation and/or referral are made.</p> <p>5.3 Emergency kits are prepared.</p> <p>5.4 Post Abortion care services are provided according to the national guide line.</p> <p>5.5 Up to date knowledge and skills are maintained according to the national protocols on the management of obstetric emergencies.</p> <p>5.6 Midwifery care is provided continuously in collaboration with a physician or other health care provider when required.</p> <p>5.7 Up to date knowledge is maintained about pharmacological substances commonly used in midwifery practice such as parenteral oxytocic anticonvulsant and antibiotics.</p> <p>5.8 Safe administration of drug is demonstrated including drug calculations, correct route of administration, side effects and documentation.</p> <p>5.9 Standard infection prevention practices are demonstrated according to the infection prevention guideline to maintain OHS.</p>
6. Demonstrates basic knowledge of the physiology and needs of the newborn	<p>6.1 Interventions are performed to facilitate the adaptation to extra-uterine life.</p> <p>6.2 Factors relevant to infant growth and development are identified.</p> <p>6.3 Variations in the normal newborn and acts are identified accordingly.</p> <p>6.4 The newborn's condition is evaluated using the APGAR</p>

	<p>score at 1 and 5 minutes.</p> <p>6.5 A detailed physical examination of the newborn is performed.</p> <p>6.6 The newborn is positioned for effective breast feeding.</p> <p>6.7 Complications and acts are recognized accordingly.</p> <p>6.8 Emergency measures are initiated when necessary.</p> <p>6.9 Health promotion and disease prevention strategies are implemented.</p>
7. Respond to emergency promptly	<p>7.1 Occurrence of emergency is prevented by closely monitoring the woman and the newborn.</p> <p>7.2 The clinical team roles in managing emergency are ensured.</p> <p>7.3 Readily availability of emergency drugs and supplies is ensured.</p> <p>7.4 Availability, access and function of emergency equipments are ensured.</p> <p>7.5 Clinical protocol and guidelines are followed (procedure, use of drugs, monitoring, consultation and referral).</p>

Variables	Range
Types and Sources of Information	<ul style="list-style-type: none"> • MoH guideline on labor, delivery and emergency management • MoH guideline on Essential Newborn Care package • Posters and diagrams • Teaching curriculum • World Health Organization website • International Confederation of Midwives website • Integrated Management of Pregnancy and Child Birth (IMPAC) • Managing Complications in Pregnancy and Child Birth, • Managing Newborn Problem guide line
Tools and Equipment	<ul style="list-style-type: none"> • Episiotomy set, Craniotomy set, E&C set, D&C set • Vacuum, forceps, • Kookier, • Fetoscope, • Doppler, • IV fluids ,infusion set with micro dropper , intra venous cannula • Arm band for neonatal identification, • Vitamin K, Tetracycline eye ointment • Glove, syringe and needle, • Antiseptic solution, • Gauze, Adhesive tap, • Face mask size 0 and 1, • Suction catheter different site, • Naso Gastric Tube, mouth gag, • Stethoscope, • Nasal catheter and Nasal prong , . • Oxygen cylinder,

	<ul style="list-style-type: none"> • Suction machine, • Battery operated back up light, • Foley catheter, • BP apparatus, • Tourniquet,
<i>BEmOC (Basic Emergency Obstetric Care</i>	<ul style="list-style-type: none"> • Includes parenteral administration of oxytocic, antibiotic, and anticonvulsant , • Assist vaginal delivery(using vacuum and forceps) • Remove remaining concepts tissue using Manual Vacuum Aspirator, • Remove placenta manually.
complications and emergency conditions	<ul style="list-style-type: none"> • Postpartum hemorrhage, • Ectopic Pregnancy, • Prolonged/obstructed labor, • Sepsis, • Complication of abortion, • Ruptured uterus, • Fetal distress, • Preterm baby, • Low birth weight, • Birth asphyxia, • Congenital malformation, • Neonatal bleeding disorder, • Shock (pallor, cold to touch, heart rate more than 180 beats per minute, extreme lethargy or unconscious).
<i>Emergency drugs and supplies:</i>	<ul style="list-style-type: none"> • IV fluids ,canula • Oxytocic injection, • Ergometrin injection, • Hydralazine injection, • Magnesium sulphate • Misopristol tablet • Adrenaline, • Atropine sulphate, • 40% Dextrose • Diazepam, • Lidocaine,, • Ferosamide, • Antibiotic injections, • Neverapine syrup, • Neverapine tablet. • Glove, syringe and needle, • Antiseptic solution, Gauze, Adhesive tap .
<i>Emergency equipment</i>	<ul style="list-style-type: none"> • Oxygen cylinder, • Oxygen, Suction machine,

	<ul style="list-style-type: none"> • Incubator, • Ambu bag, • Battery operated back up light, • Foley catheter, Mouth gag, • BP apparatus, • Stethoscope, • Tourniquet, • Syringe, suction catheter different site • Venous cut down set
Occupational Health & Safety (OHS)	<ul style="list-style-type: none"> • Ensuring that own health and hygiene does not pose a threat to others • Wearing correct personal protective clothing appropriate to acute activities • Using correct manipulations and handling techniques of assessing pregnant women • Storing equipment and materials appropriately • Dealing with spillages and disposal of waste according to standards and guideline

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate ability to:</p> <ul style="list-style-type: none"> • Demonstrate women centred approach to provide routine obstetrics care during labour and delivery • Assess labour and progress of labour • Prepare and handle tools and equipments used for labour and delivery • Identify emergency conditions and complications of labour and delivery • Provide new born emergency care • Monitor fetal and maternal conditions • Demonstrate clean and safe delivery practice • Manage normal labor • Refer the client based on the national guide line • Provide basic emergency obstetrics care • Integrate to other services like (PMTCT,IMMUNIZATION,FP)
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Organizational policies and procedures relating to client confidentiality • Anatomy/physiology, pharmacology, pathology and basic microbiology relevant to pregnancy, maternal and/or infant health • Knowledge of microbiology relevant to maternal and/or infant health and prevention of infection or cross infection • Birthing practices suitable for culturally appropriate birth outcomes • Health conditions, obstetric problems and associated issues related to pregnancy, maternal and infant health • Medical problems occurring in pregnancy requiring referral • Relevant assessment methods and use of associated equipment, testing procedures • Relevant treatments, medicines and associated care services available • Risks and contraindications associated with relevant treatments and medication • Realistic expectation of client condition during monitoring of progress of labour • Understand woman's emotional, social, and cultural and lifestyle needs. • Identification of mal presentation and position • Physiology of labour • Management of all stage of labor • Induction and augmentation protocols. • Vacuum and forceps delivery • Operation of essential equipments in maternity • Resuscitation (adult and newborn resuscitation) • How to prevent, recognize and respond to obstetric and newborn emergencies according to the national guideline and refer if required • How to perform episiotomy • Knowledge about drug calculations, correct route of administration, side effects • Standard infection prevention practices

	<ul style="list-style-type: none"> • How to interpret and acts upon information from investigate • Emergency drugs, supplies • Rh incompatibility • Medical illnesses associated in labor and delivery
Underpinning Skills	<p>Essential skills includes the ability to:</p> <ul style="list-style-type: none"> • Communicate effectively with client to obtain information and ensure understanding of information provided • Fill and interpret partograph • Abdominal and pelvic examination • Take vital signs • Conduct normal labour and new born care • Control bleeding • Resuscitation (CPR, oxygen administration, suctioning, IV fluid administration recovery positioning.....) • Practice active management of third stage of labour • Assess and interpret APGAR score • Administer routine and emergency medications(oxytocin,ergometrine,adrenalin,Vit.K,hydralizine,magnesiums ulphate • Manage an emergency delivery • Prepare for and manage a normal delivery • Recognize situations requiring immediate or urgent action • Holistically evaluate impact of treatment on client's physical, mental and emotional condition and behavior • Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
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 material • Approved assessment tools • Certified assessor /Assessor's panel
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • 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 unit of competency should be assessed in conjunction with other relevant units in this occupation.

Occupational Standard: Midwifery Level IV	
Unit Title	Provide High Quality Postpartum Care for the Women and the Newborn
Unit Code	<u>HLT MWR4 03 0611</u>
Unit Descriptor	This unit of competency describes the knowledge, skills and attitude required to provide comprehensive, high quality culturally sensitive postnatal care including post partum assessment diagnosis, and management for women and the newborn.

Elements	Performance Criteria
Element of Competence	Performance criteria (Steps and Qualifiers)
1. Provide comprehensive culturally sensitive post partum care	<p>1.1 Observations of mother and infant are made and recorded in line with the standard protocols and organizational guidelines.</p> <p>1.2 <i>Information</i>, support for self-care and wellbeing are provided in the post-natal period.</p> <p>1.3 Advice on routine <i>care of the newborn</i> is provided to mothers.</p> <p>1.4 Strategies are implemented to establish and support breast feeding.</p> <p>1.5 The importance of nutrition, exercise, rest, sleep and support with domestic asks and care of family in the immediate postnatal period is discussed with the client.</p> <p>1.6 Minor post-natal problems for mother and newborn are identified and appropriate advice is provided.</p> <p>1.7 <i>Potentially serious health conditions for mother and newborn</i> are identified and referred to senior health staff.</p> <p>1.8 Information on contraceptive options is provided.</p>
2. Organise and evaluate maternal health programs	<p>2.1 Registers of women undergoing postnatal care are maintained according to the organizational policies and procedures.</p> <p>2.2 Schedules of participation in postnatal care are kept and used to organize continuing care for women.</p> <p>2.3 Reminders, transport and other assistance are organized and/or provided to attend care according to the women's needs.</p> <p>2.4 Supervision of other staff participating in the provision of postnatal care is provided.</p> <p>2.5 Referral and communication networks with medical staff, specialist obstetricians, senior midwives, allied health staff,</p>

	<p>birthing facilities and female community elders are maintained.</p> <p>2.6 Statistics are kept on attendance for antenatal care and birthing outcomes, and used to evaluate maternal health programs.</p>
3. Demonstrates an understanding of the physiology of the puerperium	<p>3.1 The normal process of involution and healing following childbirth are identified.</p> <p>3.2 The process of lactation and bonding, supporting the mother-infant dyad is facilitated.</p> <p>3.3 Maternal nutritional, physiological and emotional needs and acts are recognized accordingly.</p> <p>3.4 The woman is educated about discomforts of the puerperium and advised on strategies to relieve them.</p> <p>3.5 Complications and acts are recognized accordingly.</p>
4. Demonstrate the skills needed to support the woman and her family during the postnatal period	<p>4.1 The nursing process is used to plan, implement and evaluate holistic postnatal care in collaboration with the woman and significant others.</p> <p>4.2 Focused physical examinations of the mother are performed.</p> <p>4.3 Appropriate use and handling of tools and equipments are demonstrated while giving postnatal care.</p> <p>4.4 Uninterrupted (exclusive) breastfeeding is initiated and supported.</p> <p>4.5 Women who make an informed decision not to breastfeed are supported.</p> <p>4.6 Education for the woman and her family is provided on reproductive health issues, including sexuality, family planning and bereavement.</p> <p>4.7 Standard infection prevention practices are demonstrated according to the infection prevention guideline to maintain OHS.</p>
5. Demonstrates a basic knowledge of the physiology and needs of the newborn	<p>5.1 Signs of newborn adaptation are recognized to extra-uterine life.</p> <p>5.2 Factors relevant to infant growth and development are identified.</p> <p>5.3 Variations in the normal newborn and acts are identified accordingly.</p> <p>5.4 Health promotion and disease prevention strategies are implemented.</p>
6. Demonstrate the skills needed to safely care for the newborn	<p>6.1 The newborn's condition is evaluated using the APGAR score at 1 and 5 minutes.</p> <p>6.2 An initial assessment of the newborn's appearance and behavior is performed.</p> <p>6.3 A detailed physical examination of the newborn is performed.</p> <p>6.4 The newborn for effective breastfeeding is positioned.</p> <p>6.5 Interventions are performed to facilitate adaptation to extra-uterine life.</p> <p>6.6 Complications and acts are recognized accordingly.</p>

	<p>6.1 Emergency measures are initiated when necessary.</p> <p>6.2 Vaccine for newborns is provided as outlined in the national vaccination guideline.</p>
7. Demonstrate an understanding of the particular psychosocial needs of the woman and provide support as appropriate	<p>7.1 Counseling and testing (VCT) and ARV prophylaxis is provided for mothers and newborns according the national protocol.</p> <p>7.2 Mothers, newborns and partners with HIV are referred for chronic care.</p> <p>7.3 Advice and counseling on post partum care and hygiene, nutrition, birth spacing and family planning, exclusive breast feeding, especial advice for low Birth weight are provided for mothers.</p> <p>7.4 Preventive measures such Iron/folate, Vitamin A, Mebendazol, TT immunization, syphilis test result, treatment and use of ITN are provided for post partum mothers and newborn.</p>
8. identify postpartum complications and manage accordingly	<p>8.1 Breast problems are detected and managed.</p> <p>8.2 Care is provided for acute urinary retention and incontinence.</p> <p>8.3 Maternal and neonatal sepsis are managed and cared.</p> <p>8.4 Post partum hemorrhage is managed.</p> <p>8.5 Women with post partum psychosis, depression and simple blue are provided psychosocial support.</p>

Variables	Range
Issues related to nutrition may include:	<ul style="list-style-type: none"> • Possible effects for the mother and fetus if diet is inadequate during pregnancy • Advantages of and common myths about breast feeding • Nutritional requirements for babies and toddlers: <ul style="list-style-type: none"> ➢ Promotion of breast feeding ➢ Introduction of solid foods (age at introduction, appropriate foods) ➢ Healthy snack feeding for toddlers and preschoolers ➢ Avoidance of early childhood caries (baby bottle caries)
Information provided includes:	<ul style="list-style-type: none"> • Normal and abnormal vaginal discharge • Care of the perineum • Episiotomy or caesarean wound home care • Breast care • Resumption of sexual relations • Obtaining baby clothes and nappies • Sources of advice and support • Exercise, rest and nutrition • Signs of infection

	<ul style="list-style-type: none"> • Personal hygiene
Advice on routine care of the newborn includes:	<ul style="list-style-type: none"> • Umbilical stump • Eye care • Nappy area • Safe sleeping arrangements • Breast feeding
Minor post-natal problems for mother and newborn may include:	<ul style="list-style-type: none"> • For the mother: <ul style="list-style-type: none"> ➢ Breast engorgement ➢ Constipation ➢ Abdominal cramp ➢ Urinary retention • For the newborn: <ul style="list-style-type: none"> ➢ Sticky eye ➢ Nappy rash
Potentially serious health conditions for mother and newborn may include	<ul style="list-style-type: none"> • For the mother: <ul style="list-style-type: none"> ➢ Fever ➢ Mastitis ➢ Offensive vaginal discharge/excessive bleeding ➢ Pelvic/abdominal pain • For the newborn: <ul style="list-style-type: none"> ➢ Jaundice ➢ Inadequate weight gain ➢ conjunctivitis ➢ umbilical stump infection ➢ Fever ➢ Convulsion ➢ Unable to feed(suck)
APGAR	An objective method of assessing a new born to check the extrauterine adaptation by observing(colour, pulse, reflex, muscle tone and respiratory efforts)
Occupational Health & Safety (OHS)	<ul style="list-style-type: none"> • Ensuring that your own health and hygiene does not pose a threat to others • Wear correct personal protective clothing appropriate to post natal care activities • Use correct manipulations and handling technique of assessing mother and new born baby. • Store equipment and materials appropriately • Deal with spillages and disposal of waste according to standards and guidelines
Tools and Equipment	<ul style="list-style-type: none"> • Vital sign measuring equipments • Antiseptic solutions • Bed with accessories • Table and seats • Recording and reporting formats • Heater, incubator, new born baby bed • Bed pan

	<ul style="list-style-type: none"> • Stretcher, wheel chair, • Emergency equipments (see definition on Competency on labor and delivery)
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Evidence Guide	
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Critical Aspects of Competence	<p>Assessment requires evidence that the candidate ability to:</p> <ul style="list-style-type: none"> • Assess ,diagnose, manage and evaluate postpartum complications and condition of the mother and the new born • Demonstrate vaginal examination to identify tears, retained concepts tissue, episiotomy site • Perform abdominal examination to check uterine contraction/uterine atony, full bladder • Control post partum haemorrhage <p>Educate the mother about :</p> <ul style="list-style-type: none"> • Post partum exercise, • Nutrition, hygiene, • Breast care , • Exclusive breast feeding, • Proper attachments and position while breast feeding • Family planning options • Vaccination <p>Inform the mother about:</p> <ul style="list-style-type: none"> • Signs and symptoms of infection and breast abnormality • Characteristics of lochia (amount, color and odor)
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Underpinning Knowledge and Attitudes	<p>Essential knowledge and attitude includes:</p> <ul style="list-style-type: none"> • Organization policies and procedures relating to client confidentiality • Anatomy/physiology, pharmacology, pathology and basic microbiology relevant to postnatal and infant health • Knowledge of microbiology relevant to postnatal and infant health and prevention of infection or cross infection • Postnatal nutritional needs of women and infants • Health conditions, obstetric problems and associated issues related to postnatal and infant health Performing relevant general and obstetrical physical examinations in post partum period (uterine contraction, breast examination, signs of peripheral sepsis) <p>Strategies to:</p> <ul style="list-style-type: none"> • Improve maternal and neonatal health in the
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	<p>community</p> <ul style="list-style-type: none"> • Address clients presenting with postnatal problems • Coordinate provision of optimum level of maternal health service delivery • Postnatal medical problems requiring referral • Effective post natal care practices for mother and baby • Relevant assessment methods and use of associated equipment, testing procedures • Relevant treatments, medicines and associated care services available • Risks and contraindications associated with relevant treatments and medication • Realistic expectation of client condition during monitoring of progress • Relevant evaluation criteria for monitoring effectiveness of specific postnatal and infant health management program • Demonstrate team spirit while giving care • Assessing newborns and identify abnormal neonatal conditions and manager or refer • Essential components of advice and counseling on post partum care and hygiene, nutrition, birth spacing and family planning, exclusive breast feeding, especial advice if Low Birth Weight (LBW) etc • National vaccination schedule for newborns • How to provide psychosocial support to women in postpartum period such as postpartum psychosis, depression, simple blue, unwanted delivery, mother with HIV etc • Post partum VCT, ARV prophylaxis and follow up care • Nature of post partum discharge (lochia) • Post partum normal/abnormal bleeding • Personal hygiene (including post c/section and episiotomy care. • Child care (bathing, sun light exposure etc) 		
Underpinning Skills	<p>Essential skills includes the ability to:</p> <ul style="list-style-type: none"> • Communicate effectively with the mother and her family and with other work mates • Assess (HX & P/E) the mother and new born during Puerperium • Provide information, guidance and support to clients and their families with postnatal and/or infant health issues • Monitor the outcomes of postnatal and infant health care services and make any required revisions to 		
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	<p>services, care plans or information provided</p> <ul style="list-style-type: none"> • Recognize situations requiring immediate or urgent action • Work with other members of multi-disciplinary team to ensure actions determined in the client's care plan are carried out and documented • Provide treatment, medicine and other health care services appropriate to postnatal and infant health in a safe and effective manner and within guidelines • Holistically evaluate impact of treatment on client's physical, mental and emotional condition and behavior • Monitor outcomes of treatment / medication regimes • Evaluate outcome of client's prescribed treatment/ care plan • Evaluate overall effectiveness of care plan • Make timely and appropriate referrals, providing accurate and relevant details to clients and referral agencies • Manage community education on maternal health • Demonstrate control of postpartum hemorrhage by applying: <ul style="list-style-type: none"> • Bi manual compression of uterus • Abdominal aortic compression: <ul style="list-style-type: none"> ➢ Administrating oxytocic drugs ➢ Removing retained concepts tissue ➢ Repair episiotomy and tears • Resuscitate mother and the new born when necessary • Administration of parenteral medications • Counsel for HIV and family planning • Demonstrate baby bath • Administer vaccination
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"> • Interview / Written Test <p>Demonstration / Observation with Oral Questioning :</p> <ul style="list-style-type: none"> • Practical assessment: <ul style="list-style-type: none"> ➢ Interview ➢ Simulation/Role-plays ➢ Observation

	<ul style="list-style-type: none"> • Theoretical exam • Portfolio Assessment (E.g. Certificate from training providers)
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 unit of competency should be assessed in conjunction with other relevant units in this occupation

Occupational Standard: Midwifery Level IV	
Unit of competence	Provide care for clients with gynecological disorders
Unit Code	HLT MWR4 04 0611
Unit Descriptor	This unit describes the knowledge, skill and attitude required to give care for a client with gynecological disorders and it is designed to assist the student in developing basic understanding in the field of gynecology to functions as midwifery practitioner, educator, Manager in the field of obstetrics and gynecology.

Element	Performance Criteria
1. Assess and manage <i>common Gynecological problems</i>	1.1 Gynecological history taking and physical examination are performed. 1.2 Common diagnostic investigations are identified. 1.3 Different gynecological procedures are assisted. 1.4 Minor gynecological disorders are managed and consulted or referred to sever cases for senior gynecologist.
2. Provide care for Infertility	2.1 Primary and secondary causes of infertility are identified. 2.2 Basic Counseling (couple) is provided. 2.3 Diagnostic investigations for infertility are provided. 2.4 Recent advancement in infertility management is educated. 2.5 Senior gynecologist is referred /consulted. 2.6 Psychosocial support is provided.
3. Support the women during Menopause	3.1 Physiological , Psychological and social aspects of Menopause are identified 3.1 Hormone Replacement Therapy is done. 3.2 Counseling and guidance are given.
4. Administration and management of obstetrical and gynecological unit	4.1 Staffing 4.2 Equipment, supplies 4.3 Infection control: Slandered safety measures 4.4 Quality Assurance :auditing –records /reports 4.5 Norms ,policies and protocols 4.6 Practice standards for obstetrical and gynecological unit

5.Education and training in obstetrical and gynecological care	5.1 Staff orientation, Training and development are given. 5.2 In-services education programs Clinical teaching programs. 5.3 Planning and monitoring Midwifery program.
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Variable	Range statement
<i>Common Gynecological problems include:</i>	<ul style="list-style-type: none"> • Menstrual irregularities • Disease of genital tract • Genital tract infection • Uterine displacement • Genital prolepses • Genital injuries • Uterine malformation • Uterine fibroid, • Infertility • Pre and post menopausal syndromes • Abnormal uterine bleeding • Ovarian tumors, • Breast carcinoma, • Pelvic inflammatory diseases, • Reproductive tract malignancies, • Hysterectomy-vaginal and abdominal
<i>Basic Counseling includes:</i>	<ul style="list-style-type: none"> • Active listening • Two way communication • Respecting the clients decision • Maintain confidentiality
<i>Common diagnostic investigations</i>	<ul style="list-style-type: none"> • Taking vaginal test for ovulation • Pap smear preparation • Tubal Patency test • Endometrical Biopsy
Gynecological procedures assisted may include:	<ul style="list-style-type: none"> • Culdoscopy • Cystoscopy • Tuboscopy • Laparoscopy • Chemotherapy • Radiation therapy • Medical termination of Pregnancy • Dilatation and Curettage • Infertility management : <ul style="list-style-type: none"> ➤ Artificial reproduction ➤ Artificial insemination, ➤ Invirto fertilization and related procedures

	<ul style="list-style-type: none"> ➤ Ultra sonography ➤ Specific laboratory tests ➤ Amniocentesis ➤ Cervical & vaginal cytology ➤ Hysteroscopy ➤ MRI
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Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of evidence includes:</p> <ul style="list-style-type: none"> • Perform relevant gynecological history taking and physical examination • Identify common diagnostic investigation for a client with gynecological disorders • Understand types of common gynecological disorders and their cause • Assist in different diagnostic and therapeutic procedures • Safe use and proper handling of equipments and tools
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Essential knowledge includes the ability to: • Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of women with gynecological conditions • Common types and causes of gynecological problems • Practice infection control measures • Understand recent technology and various diagnostic, therapeutic modalities in the management of obstetrical, gynecological and neonatal care • Teach and supervise nurses and allied health workers • Design a layout of specialty units of obstetrics and gynecology • Develop standards for obstetrical and gynecological practice • Incorporate evidence based midwifery practice and identify the areas of research in the field of obstetrics and gynecology.
Underpinning Skills	<p>Essential skills includes the ability to:</p> <ul style="list-style-type: none"> • Perform physical, psychological, cultural and spiritual assessment • Demonstrate competence in caring for women with obstetrical and gynecological conditions • Demonstrate skill in handling various equipments and tools used for obstetrical, gynecological and neonatal care

	<ul style="list-style-type: none"> • Effective communication skill • Counsel women and families • Health education, counseling and mother craft classes • Universal precautions –effective infection control methods • Reposition of inversion of uterus
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 • 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: Midwifery Level IV	
Unit Title	Provide Quality Family Planning Services
Unit Code	HLT MWR4 05 0611
Unit Descriptor	This unit of competency describes the knowledge, skills and attitude required for providing effective and comprehensive family planning service.

Elements	Performance Criteria
1. Discuss and educate on <i>common contraception options</i>	<p>1.1 Types of contraceptive options are identified.</p> <p>1.2 <i>Natural contraceptive methods</i> are educated.</p> <p>1.3 Types of hormonal contraception's like oral contraception pills (OCP) ,implants , injectables and IUCDS are identified, and clients are educated on their use, mechanism of action and side effects according to the MOH guideline.</p> <p>1.4 Types mechanism of action and side effects of emergency Contraception are educated.</p> <p>1.5 The types and methods of usage of barrier methods are educated.</p> <p>1.6 Permanent methods of contraception are educated.</p> <p>1.7 The advantage and disadvantage of each contraceptive option are educated according to the scientific evidences using different <i>types and sources of information</i>.</p>
2. Demonstrate the knowledge of the practice of fertility control, quality FP service	<p>2.1 Concepts, rationale and history of family planning and role of midwives are acknowledged.</p> <p>2.2 Skills in addressing special needs of adolescents and youth are demonstrated.</p> <p>2.3 Use of appropriate and effective FP method is demonstrated and explained for couples.</p>
3. Demonstrate skill on adolescent sexual reproductive health issues and management options	<p>3.1 Special service needed of adolescents and youth .are acknowledged according to the minimum service package.</p> <p>3.2 Skill on FP counseling of adolescent and young people is demonstrated according to the MoH guideline.</p> <p>3.3 Skill on stick to OHS principles while handling tools and equipments is demonstrated according to the MoH guideline.</p> <p>3.4 Youth friendly service is provided according to the MoH guideline.</p>
4.provision of basic counseling	<p>4.1 The client is communicated in GATHER approach</p> <p>4.2 Complete information is provided for the client about each method of contraception practice two way communication and respect the choice of the client.</p> <p>4.3 Two way communications are practiced and the choice of the client is respected.</p>

5. Linking family planning service with other services	4.1 Linking FP with other RH services such as STI including HIV, PICT, immunization
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Variables	Range
Common methods of birth control (and their advantages and disadvantages) include:	<ul style="list-style-type: none"> • Oral contraceptive pill (reliable, safe, need to take daily) • Condoms (reduced STI transmission, shared responsibility, high failure rate) • Withdrawal (male responsibility, high failure rate) • Breast-feeding (high failure rate) • Injectable or implantable hormonal contraception (highly reliable, low effort, delayed return of fertility, irregular menses) • Post coital ('morning after') pill (nausea) • Tubal ligation • Vasectomy (reliable)
The need for basic counseling may include:	<p>To support client</p> <ul style="list-style-type: none"> • To facilitate negotiation with client • To facilitate education of client • To facilitate information giving • To assess the need for professional counseling
Occupational Health & 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 family planning activities • Use correct manipulations and handling techniques of inserting and removing IUCD and implant. • Store equipment and materials appropriately • Deal with spillages and disposal of waste according to standards and guidelines
Tools and Equipment	<ul style="list-style-type: none"> • BP apparatus, • Weighing scale, • Thermometer, • Registration book, • Tally sheet, • Reporting format, • Follow up card, • Speculum, • Uterine sound, • Tenaculum, • Tracer with cannula, • Scissor, surgical blade, syringe, glove, dust bin, • Safety box, • Couch, chair, table, bedside screen, linen, • Antiseptic solutions,

	<ul style="list-style-type: none"> • Contraceptive methods, • Autoclave machine, • Boiler, • Minor OR lamp, • Battery operated light
Types and Sources of Information	<ul style="list-style-type: none"> • National guideline on FP services, • Poster, brochures, media, resources FGAE and from various seminars and workshops, Population Council Website, WHO website.

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate ability to:</p> <ul style="list-style-type: none"> • Assess the client for possible pregnancy, STI and other eligible criteria for family planning service. • provide the service by considering the social, cultural and emotional status of the client • To communicate effectively with the client and provide services • Understanding and responding to clients' method choice. • Respect clients' right to continuity of care • Counsel properly • Understand types, mechanisms of actions ,indication contraindication ,and side effects of different contraception methods
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • How to take relevant history on past and present personal, medical, obstetric and gynecological conditions. • General and obstetric examination relevant to of method initiation. • Available contraceptive methods • Implant insertion and removal of method side effect and management • Method effectiveness • Method of counseling including knowledge of interpersonal communication skills • Special service need of adolescents and youth.(youth friendly) • Special service need of rape victims • Comprehensive reproductive health service linkage • FP services are given at health facility and in the community as an outreach service • Data management (data entry, tally, analysis and report) • Types, mechanisms of actions ,indication contraindication ,and side effects of different contraception methods

Underpinning skills	<p>Essential skills includes the ability to:</p> <ul style="list-style-type: none"> • Effective communication skill • Basic counseling skill • Insertion and removal skill for implants (implanon, jadle) • Insertion and removing of IUCD • History taking and physical examination skill • Managing side effects of contraceptive methods • Use and safe handling of tools and equipments • Planning skill • Recording and documentation • Following the infection prevention procedures
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"> • 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 unit of competency should be assessed in conjunction with other relevant units in this occupation.

Occupational Standard: Midwifery Level IV	
Unit Title	Provide Sexual and Reproductive Health Care for Clients
Unit Code	<u>HLT MWR4 06 0611</u>
Unit Descriptor	This competency unit describes the knowledge, skills and attitude required by enrolled midwife in consultation /collaboration with other members of the health care team, to provide midwifery interventions for clients with sexual and reproductive health care needs.

Elements	Performance Criteria
1. Interpret the impact of sexual and reproductive health on a client and/or their family	<p>1.1 Activities are done to the understanding of the historical development of sexual and reproductive health strategies.</p> <p>1.2 The global contest of sexual and reproductive health is acknowledged.</p> <p>1.3 The impact of population on service delivery and access is acknowledged.</p> <p>1.4 Client is assisted to access relevant screening programs.</p> <p>1.5 Signs and symptoms of male/female reproductive health conditions are identified.</p> <p>1.6 Signs and symptoms of sexually transmitted and reproductive tract infections are identified.</p> <p>1.7 The impact of sexual and reproductive conditions on activities of daily living is identified.</p>
2. Assess/Check sexual and reproductive health	<p>2.1 Tests, observations and other screening procedures are undertaken in line with the protocols and client requirements.</p> <p>2.2 Client records are reviewed to determine priorities and Potential areas of risk for each client.</p> <p>2.3 Client is questioned appropriately to identify and/or clarify any <i>sexual and/or reproductive health issues</i> and/or significant variations from normal.</p> <p>2.4 Medical equipment is used and maintained effectively in accordance with the organizational policies.</p> <p>2.5 Relevant allied professionals and available documentation are consulted in relation to the sexual and/or reproductive health of the client.</p> <p>2.6 Informed consent for all examinations and tests is obtained and appropriate pre-test discussion is undertake before testing for HIV or other blood-borne viruses</p>
3 Provide care to clients with sexual health	<p>3.1 The clients and community values, beliefs and gender taboos are respected in assessing and managing sexual health problems.</p>

problems	<p>3.2 Clients are engaged in holistic STI risk assessment and an <i>appropriate sexual health history is taken</i> for each client presenting or identified with a sexual health problem.</p> <p>3.3 Common sexual health problems are assessed according to the clinical presentation and treated/referred/supported in line with the standard protocols and organizational guidelines.</p> <p>3.4 Obtain history of sexual contacts where an STI is identified, negotiate contact tracing and follow up contacts for testing and treatment in line with standard protocols.</p> <p>3.5 Holistic health care plan is developed for each client with sexual health problems.</p> <p>3.6 Clients are supported and counseled with STIs to assist in treatment and prevention of infection.</p> <p>3.7 Records of STI management are ensured and contact tracing are kept confidential and secure.</p> <p>3.8 Current, complete, accurate and relevant records are maintained for each client interaction.</p>
4. Provide information on sexual and reproductive health care	<p>4.1 Safe sex practices or other STI risk reduction strategies are promoted and condoms are distributed as appropriate.</p> <p>4.2 Common methods of birth control are discussed with clients, explaining the methods, their advantages and disadvantages.</p> <p>4.3 Transmission of STIs and complications is discussed with the client as appropriate.</p> <p>4.4 Symptoms of pregnancy are discussed and identified with clients as appropriate.</p> <p>4.5 Information on healthy lifestyle and risks is provided during pregnancy.</p> <p>4.6 Clients provided with information which is age and culturally appropriate and aligned with their specific needs.</p> <p>4.7 Employ a range of interpersonal techniques to ensure own values are not imposed on clients and information is provided in a non-judgmental way.</p> <p>4.8 Referral is provided where own personal and professional abilities do not match client needs.</p>
5. Evaluate the effectiveness of sexual and reproductive health care	<p>5.1 Sexual and reproductive health is monitored in line with the schedule and criteria incorporated in care plan for each client.</p> <p>5.2 Intervention/ongoing sexual and/or reproductive health care are evaluated against the standing order/written care protocols and client level of comfort, and compliance with health care practice.</p> <p>5.3 Degree of the improvement of client's holistic health is ascertained and compared with the expectations under the health care plan.</p> <p>5.4 Clinical re-assessment and/or review of treatment/medication regime are undertaken as required where client fails to progress in accordance with the</p>

	<p>expectation</p> <p>5.5 Client is provided with clear information about their level of improvement in relation to the health care plan and their level of compliance.</p> <p>5.6 Clients are encouraged to maintain sexual and reproductive health by active involvement with the care plan</p>
6. Contribute to team planning for sexual or reproductive health care	<p>6.1 The client's level of individual sexual development is determined.</p> <p>6.2 Specific effects of culture, ageing, disability and illness on sexuality and sexual behavior for each client are identified.</p> <p>6.3 Contemporary assessment tools are used accurately.</p> <p>6.4 A problem-solving framework is used to the workplace that is appropriate to the management strategies.</p> <p>6.5 Appropriate resources and service providers are liaised with and utilized.</p>
7. Perform reproductive health interventions	<p>7.1 Contemporary sexual and reproductive health strategies are incorporated into practice.</p> <p>7.2 The client and/or family are educated on sexual health and reproductive health strategies.</p> <p>7.3 Act as a resource for clients and staff.</p> <p>7.4 Nursing interventions are assisted.</p>
8. Address contemporary issues in sexual and reproductive health	<p>8.1 Factors affecting individual's choice of contraception methods are identified and addressed.</p> <p>8.2 Pregnancy choices and options are identified and addressed for unplanned pregnancies.</p> <p>8.3 Education is provided on risk taking behavior and the promotion of safe sex practices as part of clinical practices.</p>

Variables	Range
Health care team may include:	<ul style="list-style-type: none"> • Medical staff • Nursing staff • Social workers • Occupational therapists • Sex therapists • Clinical psychologists
Common sexual health problems include:	<ul style="list-style-type: none"> • Male urethral syndrome (gonorrhea, Chlamydia) • Impotence (psychological, medication related, micro vascular disease) • Inguino-scrotal swellings (hydrocele, hernia, varicocele,

	<ul style="list-style-type: none"> testicular tumor) • Acute painful testicle (torsion, epididymo-orchitis) • Penile disorders (phimosis, balanitis, circumcision complications) • Prostatism (benign prostatic hypertrophy, prostatic carcinoma) • Vaginal discharge (gonorrhea, Chlamydia, bacterial vaginosis, candidiasis, trichomoniasis) • Female pelvic pain (gonorrhea, Chlamydia, and non-infectious causes such as ovarian complications and ectopic pregnancy) • Ulcerative genital disease (herpes simplex virus, syphilis, Donovanosis) • Genital lumps (wart virus) • Asymptomatic (most of above, plus HIV and Hepatitis B)
Sexual health issues may include:	<ul style="list-style-type: none"> • Rape and sexual assault • Family and domestic violence • Child sexual abuse • Relationships • Sexual identities and orientation • Gender, including transgender issues • Power and discrimination • Menopause • Unplanned pregnancy • Sexually transmitted infections • Sexual behaviors • Contraception • Management of menstruation, including menstrual problems and pre-menstrual syndrome • Sexual coercion • Sexual health check ups • Impotence • Circumcision complications • Puberty • Cervical and breast screening
Issues related to pregnancy may include:	<ul style="list-style-type: none"> • Consideration of options in relation to unwanted pregnancy • Provision of information about pregnancy • Difficulties associated with pregnancy
Examination/testing of client may include:	<ul style="list-style-type: none"> • Routine examinations for sexual and/or reproductive health problems. • More invasive examinations such as: <ul style="list-style-type: none"> ➢ Pap smears ➢ STI specimen collection
Risk factors for sexually transmitted infection	<ul style="list-style-type: none"> • Number of sexual partners • Unsafe sex practices • Past history of sexually transmissible infections and/or HIV

include:	<ul style="list-style-type: none"> • Alcohol or substance misuse • Local disease prevalence • Frequency of being named as sexual contact of an index case
Screening for STI may include	<ul style="list-style-type: none"> • Genital inspection for ulceration, pubic lice and discharge • Taking genital swabs for gonorrhoea and Chlamydia • Taking blood for syphilis, HIV and Hepatitis B serology • Obtaining a first-pass urine specimen for gonorrhoea and Chlamydia PCR testing • Acquiring a client-obtained vaginal specimen (Tampon or low-vaginal swab) for gonorrhoea and Chlamydia PCR testing
Ethical, legal and religious issues involved in reproductive choices may include:	<ul style="list-style-type: none"> • Restrictions on termination of pregnancy • Access to pharmaceutical supplies • Religious teachings
Contemporary sexual and reproductive health issues may include:	<ul style="list-style-type: none"> • Intercourse • Sexual orientation • Puberty • Menopause • Contraception • Health problems affecting sexuality e.g. spinal cord injuries, diabetes mellitus and hypertension • Sexually transmitted diseases • Infertility • Sexual dysfunction • Risk taking behaviors • Pregnancy options • Sexual abuse
Health care environments may include:	<ul style="list-style-type: none"> • Aged facility • Long stay centers • Short stay centers • Community setting • Clinic • Medical centre • Private hospitals • Public hospitals
Midwifery interventions may include:	<ul style="list-style-type: none"> • Contribute to sexual and reproductive health sessions • Assist in procedures e.g. Papanicolaou's smear, vasectomy

	<ul style="list-style-type: none"> • Complete sexual health history • Pre and post procedure care • Pre and post procedure observations
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Evidence Guide	
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Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit include:</p> <ul style="list-style-type: none"> • Providing ANC, delivery and post natal care • Provision of family planning services • Counseling and testing for STI including HIV • Management of STI • Identify and manage some common reproductive tract abnormalities • Provide safe abortion care • Provide post abortion care (PAC) • Educate the RH Impacts of harmful traditional practice and sexual violence • Counseling for infertility
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Underpinning Knowledge and Attitudes	<p>Essential knowledge and attitude include:</p> <ul style="list-style-type: none"> • Organization policies and procedures relating to client confidentiality • Anatomy/physiology, pharmacology, pathology and basic microbiology relevant to sexual and/or reproductive development stages and health • Knowledge of microbiology relevant to sexual and/or reproductive health and prevention of infection or cross infection • Health conditions and associated issues related to sexual and/or reproductive health • Nature, history, pathology and transmission of sexually transmitted infections and relevant intervention • Understanding of oppression and discrimination as related to sexuality • Assessment methods, equipment and testing procedures associated with sexual and reproductive health and STIs • Interpreting the impact of sexual and reproductive health on a client and/or their family • Contributing to team planning for sexual or reproductive health care • Performing midwifery interventions(ANC,DELIVERY,PNC) • Assisting to evaluate the outcomes of planned midwifery actions
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	<ul style="list-style-type: none"> • Addressing contemporary issues in sexual and reproductive health • Safer sex strategies • Methods of birth control and their advantages and disadvantages 		
Underpinning Skills	<p>Essential Skills demonstrate the ability to:</p> <ul style="list-style-type: none"> • Undertake comprehensive health checks related to sexual and reproductive health • Use effective communication skills • Use language, literacy and innumeracy competence required to communicate effectively with client, group, colleagues and to record or report client outcomes • Apply midwifery skills to address acute care and intensive care needs of sexual and reproductive health care clients • Manage administration of medications as per jurisdictional and legal requirements • Recognize and address appropriately religious and cultural needs of client and significant others • Maintain evidence based practice in line with current literature and work of professional bodies associated with medical condition • Counseling skills • Demonstrates reproductive health right • Provide post abortion care including (abortion, counseling and testing for STI And HIV family planning service) • Provide information, guidance and support to clients and their families with sexual and/or reproductive health issues • Conduct an accurate sexual and/or reproductive health assessment, including requesting pathology tests • Recognize situations requiring immediate or urgent action • Provide treatment, medicine and advice/ information appropriate to sexual and/or reproductive health in a safe and effective manner and within guidelines • Holistically evaluate impact of treatment on client's physical, mental and emotional condition and behavior • Make timely and appropriate referrals, providing accurate and relevant details to clients and referral agencies • desirable outcomes and maintain own capabilities • Apply principles of documentation to document planned midwifery interventions 		
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 and equipment as well as consumable 		
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	<p>materials</p> <ul style="list-style-type: none"> • Approved assessment tools Certified assessor /Assessor's panel
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>This unit is most appropriately assessed in the clinical workplace or in a simulated clinical work environment and under the normal range of clinical environment conditions prior to assessment in the workplace.</p> <p>Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a registered nurse.</p>

Occupational Standard: Midwifery Level IV	
Unit Title	Communicate Information to Facilitate Decision-making by the Client
Unit Code	HLT MWR4 07 0611
Unit Descriptor	This unit describes that the knowledge, skill and attitude required for communicating information to facilitate decision-making by the client.

Elements	Performance Criteria
1. Establish professional relationship with the client	<p>1.1 High standard of client service is evaluated and maintained according to the national standard.</p> <p>1.2 Special needs of clients (e.g. adolescents, disabled, etc) are identified and addressed using different tools and equipments.</p> <p>1.3 Clients are encouraged to voice queries, and their concerns are addressed appropriately.</p> <p>1.4 Cultural and personal factors are taken into consideration when consulting or interacting with clients.</p> <p>1.5 Good judgment and confidentiality are exercised appropriately; boundaries of confidentiality are outlined and explained to clients according to the national guideline.</p>
2. Provide effective response to client enquiries	<p>2.1 Relevant information is presented clearly and comprehensively, and in sufficient detail to meet the needs of the enquirer.</p> <p>2.2 Appropriate modes of communication are selected to suit the enquiry, the purpose and context of the enquiry.</p> <p>2.3 Any unresolved concerns or issues are discussed with enquirers.</p> <p>2.4 Appointments are made for clients according to the health facility procedure.</p>
3 Use basic counseling skills as required to facilitate treatment/service	<p>3.1 Needs for basic counseling are determined according to the national counseling guideline.</p> <p>3.2 Basic counseling is provided to facilitate treatment/ services when necessary in accordance with the practice specific guidelines.</p> <p>3.3 Responses to difficult or challenging behavior are planned and managed appropriately.</p>
4. use basic knowledge required to assist the client In decision making	<p>4.1 Knowledge required to reach at the informed choice is provided according to the organizational guideline and procedure.</p> <p>4.2 The client's decision is respected being non- judgmental.</p>

<p>5. Communicates effectively with the woman, her family and friends.</p>	<p>5.1 The woman is responded actively and listened appropriately.</p> <p>5.2 The woman is assisted to identify her knowledge, feelings and thoughts about her pregnancy, labor, birth and the postnatal period.</p> <p>5.3 Language that is readily understood is used.</p> <p>5.4 Adequate time is allowed to meet the needs of the woman for information, advice and support.</p> <p>5.5 The assistance of a professional interpreter is engaged where appropriate.</p>
<p>6. Plans and evaluates care in partnership with the woman.</p>	<p>6.1 The woman is listened to identify her needs.</p> <p>6.2 The woman is involved in decision making.</p> <p>6.3 Informed consent for midwifery interventions is obtained.</p> <p>6.4 Decisions, actions and outcomes are documented including the woman's response to care.</p>

Variables	Range
<i>Relevant information</i>	<ul style="list-style-type: none"> Information about client condition or treatment, Confirmation of appointment date and time, Location directions, Costs and payment options, Referrals, Medication information, Procedure and practices, Information about general health and self care
<i>Mode of communication</i>	<ul style="list-style-type: none"> Verbal/Non-verbal Written Formal/informal Direct/indirect Personal/using technology Correspondence
<i>Basic counselling</i>	<ul style="list-style-type: none"> Interaction between counselor and client following principles of counseling (active listening, questioning, and body language) according to the national guideline to reach at informed decision.
<i>Practice specific guidelines</i>	<ul style="list-style-type: none"> Sticking to one specific guide line which is appropriate for particular purpose

<p><i>Effective communication includes:</i></p>	<ul style="list-style-type: none"> • Active and reflective listening • Appropriate language • Appropriate communication aids • Appropriate modes of communication • Appropriate body language • Appropriate tone and presentation • Questioning • Clarifying • Advising • Providing appropriate and accurate information, • Honesty • Integrity • Empathy • Conflict resolution • Establishing rapport • All barriers have been removed. • The proper media has been chosen. • A good presentation has been made
<p>Tool and Equipment</p>	<ul style="list-style-type: none"> • Favourable room, • Paper, • pencil, • Telephone line, email, tape recorder, • TV set, • Poster and diagram, • Radio, TV set, mini tape recorders, microphone

<p>Evidence Guide</p>	
<p>Critical Aspects of Competence</p>	<p>Assessment requires evidence that the candidate ability to:</p> <ul style="list-style-type: none"> • Demonstrate Client centred service provision approach with the aim of respecting client's right • Provide information and assist the client to reach at decision while providing care. • Provide appropriate counselling based on the national guide lines • Demonstrate effective ways of communication • Demonstrate safe handling and use of materials and equipments
<p>Underpinning Knowledge and Attitudes</p>	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • How to actively listen to the woman and responds appropriately.

	<ul style="list-style-type: none"> • Updated knowledge about what is being communicated(particularly of health education) • How to assist the woman to identify her knowledge, feelings and thoughts about her pregnancy, labor, birth and the postnatal period. Involve the women in decision making • Documenting decisions, actions and outcomes including the woman's response to care • Effective communication skills including the ability to request advice receive feedback and work in team. • Good interpersonal communication skills • Understanding client condition and assist on decisions. making • considering psychosocial relation, religious and cultural back ground of the client • Guide lines and procedures of counseling • Maun plating and handling equipments according to manufacturer's instructions • Code of practice of the working place(clients right)
Underpinning Skills	<p>Essential skills includes the ability to:</p> <ul style="list-style-type: none"> • Collect information • Maintain confidentiality • Conflict resolution • Safe handling of equipments • Recording and documenting • Active listening • To involve the client in decision making • Follow guide lines for counseling • Respecting the ideas of the client • Two way communication • Apply work place guide lines • Approach the client being non –judgmental • Giving adequate time for advice and counseling • Using simple and understandable language
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"> • <i>Interview / Written Test</i> • <i>Demonstration / Observation with Oral Questioning</i>
Context of Assessment	<ul style="list-style-type: none"> • <i>Competence may be assessed in the work place or in a simulated work place setting</i> • <i>The unit of competency should be assessed in conjunction with other relevant units in this occupation.</i>

Occupational Standard: Midwifery Level IV	
Unit Title	Make Referrals to Other Health Care Professionals when Appropriate
Unit Code	<u>HLT MWR4 08 0611</u>
Unit Descriptor	This unit of competency describes the skills and knowledge required to arrange referrals to other health care professionals when required.

Elements	Performance Criteria
1. Formulate a referral plan for client requiring further treatment	<p>1.1 <i>Need for referral to other health care professionals services are determined.</i></p> <p>1.2 <i>Need for referral to the client is communicated.</i></p> <p>1.3 <i>The financial aspects of complementary health care are considered.</i></p> <p>1.4 <i>Referral is occurred with permission/consent of client and within confidentiality/privacy standards</i></p>
2. Interact with other health care professionals	<p>2.1 <i>A range of complementary health care professionals and services are identified.</i></p> <p>2.2 <i>Complementary health care professionals and support services are consulted to determine the most appropriate source for referral.</i></p> <p>2.3 <i>Relate effectively and knowledgeably with other health care professionals.</i></p>
3. Arrange a referral to an appropriate source for clients with specific needs	<p>3.1 <i>The health care professional and/or service to which clients are to be referred are contacted.</i></p> <p>3.2 <i>Copies of client records are transferred to the appropriate referral source.</i></p> <p>3.3 <i>The client in referral communications is included and provided with written referrals.</i></p> <p>3.4 <i>Brief the appropriate health professional/service is on reason for referral.</i></p> <p>3.5 <i>Queries regarding the referral are answered.</i></p> <p>3.6 <i>Assistance is provided to other health care professionals/services as required.</i></p> <p>3.7 <i>Referrals in case notes are recorded.</i></p>

Variables	Range
Support services may include:	<ul style="list-style-type: none"> • Domestic violence telephone service • Life line • Local child care centre

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

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate ability to:</p> <ul style="list-style-type: none"> • Scope of practice as detailed in the qualification and component competency unit- • Interaction with others in the broader professional community as part of the sole practitioner's workplace holistic/integrated assessment including: <ul style="list-style-type: none"> ➢ Working within the practice framework ➢ Performing a health assessment ➢ Assessing the client ➢ Planning treatment ➢ Providing treatment ➢ Appropriate referral
Underpinning Knowledge and Attitudes	<p>The candidate must be able to demonstrate essential knowledge required 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 knowledge of:</p> <ul style="list-style-type: none"> • Health care professionals/services locally, nationally, and internationally and of their relationship to other professions and organizations • Referral procedures • The paradigms, including fee environments, within which other professions function • The role of other health professionals and support services • What constitutes a medical emergency or referral
Underpinning Skills	<p>Essential skills includes the ability to:</p> <ul style="list-style-type: none"> • Apply referral procedures

	<ul style="list-style-type: none"> • Communicate effectively • Consult colleagues for special expertise • Demonstrate appreciation of the relative merits of the treatment options available in regard to cost, benefit and efficiency of such procedures • Formulate referral plans and arrange referrals • Write referrals, certificates and correspondence • Write third party and medico legal reports, certificates and correspondence
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"> • Interview / Written Test • Demonstration / Observation with Oral Questioning • Observation in the work place (if possible) • Written assignments/projects or questioning should be used to assess knowledge • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
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 unit of competency should be assessed in conjunction with other relevant units in this occupation.

Occupational Standard: Midwifery Level IV	
Unit Title	Utilize Specialized Communication Skill
Unit Code	<u>HLT MWR4 09 0611</u>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

Elements	Performance Criteria
1.Meet common and specific communication needs of clients and colleagues	<p>1.1 Specific communication needs of clients and colleagues are identified and met.</p> <p>1.2 Different approaches are used to meet communication needs of clients and colleagues.</p> <p>1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization.</p>
2.Contribute to the development of communication strategies	<p>2.1 <i>Strategies</i> for internal and external dissemination of information are developed, promoted, implemented and reviewed as required.</p> <p>2.2 Channels of communication are established and reviewed regularly.</p> <p>2.3 Coaching in effective communication is provided.</p> <p>2.4 Work related network and relationship are maintained as necessary.</p> <p>2.5 Negotiation and conflict resolution strategies are used where required.</p> <p>2.6 Communication with clients and colleagues is made appropriate to individuals' needs and organizational objectives.</p>
3.Represent the organization	<p>3.1 When participating in internal or external forums, presentation is made relevant, appropriately researched and presented in a manner to promote the organization.</p> <p>3.2 Presentation is made clear, sequential and delivered within the predetermined time.</p> <p>3.3 Appropriate media is utilized to enhance presentation.</p> <p>3.4 Differences in views are respected.</p> <p>3.5 Written communication is made consistent with the</p>

	<p>organizational standards.</p> <p>3.6 Inquiries are responded in a manner that is consistent with the organizational standard.</p>
4. Facilitate group discussion	<p>4.1 Mechanisms which enhance <i>effective group interaction</i> are defined and implemented.</p> <p>4.2 Strategies which encourage all group members to participate are used routinely.</p> <p>4.3 Objectives and agenda for meetings and discussions are routinely set and followed.</p> <p>4.4 Relevant information is provided to the group to facilitate outcomes.</p> <p>4.5 Evaluation of group communication strategies is undertaken to promote the participation of all parties.</p> <p>4.6 Specific communication needs of individuals are identified and addressed.</p>
5. Conduct interview	<p>5.1 An arrangement of appropriate communication strategies are employed in <i>interview situations</i>.</p> <p>5.2 Records of interviews are made and maintained in accordance with the organizational procedures.</p> <p>5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that the required message is communicated.</p>

Variables	Range
Strategies	<ul style="list-style-type: none"> • Recognizing own limitations • Utilizing techniques and aids • Providing written drafts • Verbal and non verbal communication
Effective group interaction	<ul style="list-style-type: none"> • Identifying and evaluating what is occurring within an interaction in a non judgmental way • Using active listening • Making decision about appropriate words, behavior • Putting together response which is culturally appropriate • Expressing an individual perspective • Expressing own philosophy, ideology and background and exploring impact with relevance to communication
Types of Interview	<ul style="list-style-type: none"> • Related to staff issues • Routine • Confidential

	<ul style="list-style-type: none"> • Evidential • Non disclosure • Disclosure
Interview situations	<ul style="list-style-type: none"> • Establish rapport • Obtain facts and information • Facilitate resolution of issues • Develop action plans • Diffuse potentially difficult situation

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate ability to:</p> <ul style="list-style-type: none"> • Prepared written communication following standard format of the organization • Accessed information using communication equipment • Made use of relevant terms as an aid to transfer information effectively • Conveyed information effectively adopting the formal or informal communication
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Effective communication • Different modes of communication • Written communication • Organizational policies, rules & regulations • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities
Underpinning Skills	<p>Essential skills includes the ability to:</p> <ul style="list-style-type: none"> • Follow simple spoken language • Perform routine workplace duties following simple written notices • Participate in workplace meetings and discussions • Complete work related documents • Estimate, calculate and record routine workplace measures • Ability to relate to people of social range in the workplace • Gather and provide information in response to workplace requirements
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"> • 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 unit of competency should be assessed in conjunction with other relevant units in this occupation.

Occupational Standard: Midwifery Level IV	
Unit Title	Migrate to New Technology
Unit Code	HLT MWR4 10 0611
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

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

Variable	Range
Environmental Considerations	<ul style="list-style-type: none"> • May include but is not limited to recycling, safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) and correct disposal of waste materials by an authorized body
Feedback	<p>May include:</p> <ul style="list-style-type: none"> • Surveys, • Questionnaires, • Interviews and meetings.

Evidence Guide	
Critical Aspects of Competence	<p>Candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Explain procedures and techniques with knowledge of general features • Explain and apply information gathering techniques • Assess and analyze value chain • Explain how to evaluate and apply new technology to assist in solving organizational problems • Interpret technical manuals
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and attitudes on:</p> <ul style="list-style-type: none"> • Broad awareness of current technology trends and directions in construction industry (e.g. systems/procedures, services, new developments, new protocols) • Knowledge of vendor product directions • Assess and analyze value chain • Ability to locate appropriate sources of information regarding building construction and new technologies • Current industry products/services, procedures and techniques with knowledge of general features • Information gathering techniques
Underpinning Skills	<p>Essential skills include the ability to:</p> <ul style="list-style-type: none"> • Research skills for identifying broad features of new technologies • Assist in the decision making process • Interpret technical manuals • Solve known problems in a variety of situations and locations • Evaluate and apply new technology to assist in solving organizational problems • General analytical skills in relation to known problems

Resources Implication	<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 • 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: Midwifery Level IV	
Unit Title	Organize and Complete Daily Work Activities
Unit Code	HLT MWR4 11 0611
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to organize and complete work activities, and to obtain feedback on work performance.

Elements	Performance Criteria
1.Organize work schedule	<p>1.1 Work goals and plans are negotiated and agreed with assistance from the appropriate persons.</p> <p>1.2 An understanding of the relationship between individual work goals and plans, and organizational goals and plans is developed.</p> <p>1.3 Workload is Planned and prioritized within the allocated timeframes.</p>
2.Complete work tasks	<p>2.1 Tasks are completed within the designated time lines and in accordance with the organizational requirements and Instructions.</p> <p>2.2 Effective questioning is used to seek assistance from colleagues when difficulties arise in achieving the allocated tasks.</p> <p>2.3 Factors affecting work requirements are identified and appropriate action is taken.</p> <p>2.4 Business technology is used efficiently and effectively to complete work tasks.</p> <p>2.5 Progress of task is communicated to supervisor or colleagues as required</p>
3.Review work performance	<p>3.1 Feedback is sought on work performance from supervisors or colleagues.</p> <p>3.2 Work is monitored and adjusted according to the feedback obtained through supervision, and comparison is done with the established team and organizational standards.</p> <p>3.3 Opportunities for improvement are identified and planned in liaison with colleagues.</p>

Variables	Range
Appropriate persons may include:	<ul style="list-style-type: none"> • Colleagues • Other staff members • Supervisors, mentors or trainers

Organizational requirements may include:	<ul style="list-style-type: none"> • Access and equity principles and practice • Anti-discrimination and related policy • Business and performance plans • Ethical standards • Goals, objectives, plans, systems and processes • Legal and organization policies, guidelines and requirements • OHS policies, procedures and programs • Quality and continuous improvement processes and standards
Colleague may include:	<ul style="list-style-type: none"> • Coach/mentor • Other members of the organization • Peers/work colleagues/team • Supervisor or manager
Factors affecting work requirements may include:	<ul style="list-style-type: none"> • Changes to procedures or new procedures • Competing work demands • Environmental factors such as time, weather • Other work demands • Resource issues • Technology/equipment breakdowns
Business technology may include:	<ul style="list-style-type: none"> • Computer applications • Computers • Electronic diaries • Facsimile machines • Photocopiers • Printers • Scanners
Feedback on Performance may include:	<ul style="list-style-type: none"> • Formal/informal performance appraisals • Obtaining feedback from clients • Obtaining feedback from supervisors and colleagues • Personal, reflective behavior strategies • Routine organizational methods for monitoring service delivery
Standards may include:	<ul style="list-style-type: none"> • Australian Standards • Legal and organization policies, guidelines and requirements • Legislation • Organizational policies and procedures • Specified work standards • Standards set by work group
Opportunities for improvement may include:	<ul style="list-style-type: none"> • Coaching, mentoring and/or supervision • Internal/external training provision • Personal study • Recognition of current competence (RCC)/skills recognition/initial assessment • Workplace skills assessment

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate ability to::</p> <ul style="list-style-type: none"> • Organizing and completing own work activities • Seeking and acting on feedback from clients, colleagues and supervisors • Using available business technology appropriate to the task, under direct instruction
Underpinning Knowledge and Attitudes	<p>require knowledge includes:</p> <ul style="list-style-type: none"> • Key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ Anti-discrimination legislation ➤ Ethical principles ➤ Codes of practice ➤ Privacy laws ➤ Occupational health and safety (OHS) ➤ Organizational policies, plans and procedures.
Underpinning Skills	<p>Essential skills includes the ability to:</p> <ul style="list-style-type: none"> • Literacy skills to use written and oral information about workplace requirements • Organizing skills to arrange work priorities and arrangements • Problem-solving skills to solve routine problems • Technology skills to select and use technology appropriate for a task.
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"> • Interview / Written Test • Demonstration / Observation with Oral Questioning • Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • Review of documentation planning and prioritizing workload • Evaluation of time line required to complete tasks
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 unit of competency should be assessed in conjunction with other relevant units

	<p>in this occupation.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none">• Access to an actual workplace or simulated environment• Access to office equipment and resources• Examples of work plans, policies and procedures.
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Occupational Standard: Midwifery Level IV	
Unit Title	Manage Workplace OHS Management System
Unit Code	<u>HLT MWR4 12 0611</u>
Unit Descriptor	This competency covers the establishment and maintenance of the OHS system within the area of managerial responsibility, in order to ensure that the workplace is practicable, safe and without risks to the health of employees, clients and/or visitors present.

Element	Performance Criteria
1. Establish and maintain participative arrangements for the management of OHS	<p>1.1 Appropriate participative processes with employees and their representative are established and maintained in accordance with the relevant OHS legislation, regulations and relevant industry standards consistent with the enterprise procedures.</p> <p>1.2 Issues rose through participation and consultation are dealt with and resolved promptly and effectively in accordance with the procedures for issues resolution.</p> <p>1.3 Information about the outcomes of participation and consultation is provided to employees in a manner accessible to employees.</p>
2. Establish and maintain procedures for identifying hazards, assessing and controlling risk as well as dealing with hazardous events	<p>2.1 Workplace procedures for hazard identification, assessment and control of risks as well as dealing with hazardous events are developed.</p> <p>2.2 Identification of all hazards at the planning, design and evaluation stages of any changes in the workplace is addressed to ensure that new hazards are not created by the proposed changes.</p> <p>2.3 Procedures for selection and implementation of risk control measures are developed and maintained in accordance with the hierarchy of control.</p> <p>2.4 Inadequacies in the existing risk control measures are identified in accordance with the hierarchy of control and resources enabling implementation of new measures are provided promptly.</p>
3. Establish and maintain an OHS induction and training programs	<p>3.1 Training needs are identified based on the skill gaps.</p> <p>3.2 An OHS induction and training program are developed and maintained to identify and fulfill employee's OHS training needs as part of the enterprise general training program.</p> <p>3.3 Training management system is maintained so that individual employee's training needs are easily identified, training attendance monitored and non-attendance followed up.</p> <p>3.4 Relevant training experts are coordinated as necessary.</p>

	3.5 Outcomes are evaluated to ensure that the training objectives are met.
4. Establish and maintain a system for OHS records	4.1 Systems for keeping OHS records are established and monitored to meet the regulatory requirements, 4.2 Identification of patterns of hazardous incidents, occupational injuries and diseases is allowed within the area of managerial responsibility.

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

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

	<p>meetings,</p> <ul style="list-style-type: none"> • Internal and external audits • Industry information such as journal, newsletters and networking
Organizational health and safety records may include:	<ul style="list-style-type: none"> • Audit and inspection reports • Agendas and minutes of meetings of OHS Committees, work group and management meetings • Training records • Manufacturer's or supplier's information • Hazardous substances registers • Plant and equipment maintenance and testing reports • Workers compensation and rehabilitation records • First aid/medical records • Workplace environmental monitoring records
Reports identifying workplace hazards may include:	<ul style="list-style-type: none"> • Face to face • Phone messages • Notes • Memos • Specially designed report forms

Evidence Guide

Critical Aspects of Competence	<p>A candidate must be able demonstrate the ability to:</p> <ul style="list-style-type: none"> • Establish and maintain participative arrangements for the management of OHS • Establish and maintain procedures for identifying hazards, assessing and controlling risk as well as dealing with hazardous events • Establish and maintain an OHS induction and training programs • Communicate and consult with work group • Develop, implement and maintain the organizational OHS policies and procedures • Manage a systems approach to OHS
Underpinning Knowledge and Attitudes	<p>Knowledge and understanding requirements include the ability to:</p> <ul style="list-style-type: none"> • Accurately understand and interpret relevant act and legislation • Work with risk assessment and/or other technical specialists in a team environment • Understand relevant legislation and acts that affect the operation • Knowledge of risk control strategies as applied to • Collect and analyze data from the workplace • Convey and discuss analysis with relevant personnel and conduct needs analysis • Design and convey organizational instructions, procedures and systems • Communicate and report verbally and/or in writing with an aim to encourage continuous improvements • Coach and mentor • Solve problems

Underpinning Skills	<p>skills include the ability to</p> <ul style="list-style-type: none"> • Establish and maintain participative arrangements for the management of OHS • Establish and maintain procedures for identifying hazards, assessing and controlling risk as well as dealing with hazardous events • Establish and maintain an OHS induction and training programs • Establish and maintain a system for OHS records • Identify and interpret hazard management policies and procedures • Implement job procedures and work instruction • Apply procedures for the use of personal protective clothing, equipment and/or duress alarms. • Emergency, fire and incident procedures • Recognize and report workplace hazards • Implement of work processes and practices to prevent or minimize risk • Use equipment according to organizational instructions • Communicate job roles in a safe manner and as specified by the organization/ service. • Work with people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
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 • 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: Midwifery Level IV	
Unit Title	Manage Effective Workplace Relationships
Unit Code	HLT MWR4 13 0611
Unit Descriptor	<p>This unit describes the knowledge, skill and attitude required for frontline management to play an important role in developing and maintaining positive relationships in internal and external environments, so that customers, suppliers and the organizational achieve planned outputs/outcomes.</p> <p>At this level, work will normally be carried out within the routine and non-routine methods and procedures which require the exercise of some discretion and judgment.</p>

Elements	Performance Criteria
1. Gather, convey and receive information and ideas	<p>1.1 Information to achieve work responsibilities is collected from the appropriate sources.</p> <p>1.2 The method(s) used to communicate ideas and information is/are done appropriate to the audience.</p> <p>1.3 Communication is done by taking into account social and cultural diversity.</p> <p>1.4 Input from internal and external sources is sought and valued in developing and refining new ideas and approaches.</p>
2. Develop trust and confidence	<p>2.1 People are treated with integrity, respect and empathy.</p> <p>2.2 The organization's social, ethical and business standards are used to develop and maintain positive relationships.</p> <p>2.3 Trust and confidence of colleagues, customers and suppliers are gained and maintained through competent performance.</p> <p>2.4 Interpersonal styles and methods are adjusted to the social and cultural environment.</p>
3. Build and maintain networks and relationships	<p>3.1 Networking is used to identify and build relationships.</p> <p>3.2 Identifiable benefits are provided to the team and organizations from Networks and other work relationships.</p> <p>3.3 Action is taken to maintain the effectiveness of workplace relationships.</p>
4. Manage difficulties to achieve positive outcomes	<p>4.1 Problems are identified and analyzed, and action is taken to rectify the situation with the minimal disruption to performance.</p> <p>4.2 Guidance and support are received from Colleagues to</p>

	<p>resolve their work difficulties.</p> <p>4.3 Poor work performance is managed within the organization's processes.</p> <p>4.4 Conflict is managed within the organization's process.</p> <p>4.5 Difficult situations are negotiated to achieve results acceptable to the participants, and which meet the organizations and legislative requirements.</p>
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Variables	Range
Sources of information may be:	<ul style="list-style-type: none"> • Internal or external and print or non-print
The organization's social, ethical and business standards refers to:	<ul style="list-style-type: none"> • Those relevant to frontline management's work activities. They may be written or oral, stated or implied
Customers and suppliers would typically be from:	<ul style="list-style-type: none"> • Internal sources, although there may be some limited external contact
Networks may be:	<ul style="list-style-type: none"> • Internal and/or external. They may be with individuals or groups, either through established structures or through unstructured arrangements
At AQF level 4, frontline management will normally be engaged in a workplace context where they:	<ul style="list-style-type: none"> • Engage in short to medium term planning within the organization's business plans. For example, prepares six monthly plan of the department's productivity targets within the organization's business plans • Take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organization's standards of management • Take limited responsibility for the quality and quantity of the output of others. For example, using the organization's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of key performance indicators • Perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some

	<p>areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organization's standard range of services</p> <ul style="list-style-type: none"> • Apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem • Identify, analyze and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department's operating procedures and given the organization's standard documentation, considers the information provided and prepares a recommendation for consultation
Colleagues may include:	<ul style="list-style-type: none"> • Team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organization than at AQF level 3
Guidance and support may be:	<ul style="list-style-type: none"> • Provided by frontline management or arranged from alternative internal or external sources
Frontline management at this level normally operate in a relatively simple and routine workplace environment in which they use the organization's:	<ul style="list-style-type: none"> • Goals, objectives, plans, systems and processes • Quality and continuous improvement processes and standards • Access and equity principles and practice • Business and performance plans • Defined resource parameters • Ethical standards
Legislation, codes and national standards relevant to the workplace which may include:	<ul style="list-style-type: none"> • Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice
OHS considerations may include:	<ul style="list-style-type: none"> • OHS practice as an ethical standard and legislative requirement • Organization's responsibilities to customers and suppliers • Adjust communication and OHS approach to cater for social and cultural diversity

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> • Establishes and maintains positive work relationships • Develops trust and confidence • Accesses and analyses information to achieve planned outcomes • Resolves problems and conflicts effectively and efficiently
Underpinning Knowledge and Attitudes	<p>At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts that includes:</p> <ul style="list-style-type: none"> • Needs to perform work to the required standard • Relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • The principles and techniques associated with: <ul style="list-style-type: none"> • Developing trust and confidence • Consistent behavior in work relationships • Identifying the cultural and social environment • Identifying and assessing interpersonal styles • Establishing networks • Problem identification and resolution • Handling conflict • Managing poor work performance • Managing relationships to achieve planning responsibilities • Monitoring and introducing ways to improve work relationships • Contributing to the elimination of discrimination/bias
Underpinning Skills	<p>Essential skills required includes:</p> <ul style="list-style-type: none"> • Functional literacy skills to access and use workplace information • Communication skills including researching, analyzing and interpreting information from a variety of people, reporting • Responding to unexpected demands from a range of people • Using consultative processes effectively • Forging effective relationships with internal and/or external people • Gaining the trust and confidence of colleagues • Dealing with people openly and fairly • Using coaching and mentoring skills to provide support to colleagues • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Demonstration / Observation with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package • Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment • Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

Occupational Standard: Midwifery Level IV	
Unit of competence	Manage and maintain small medium enterprise
Unit Code	HLT MWR4 14 0611
Unit Descriptor	This unit is concerned with the operation of the business and with implementing the business plan. The strategies involve monitoring, managing and reviewing operational procedures. It is suitable for the existing micro and small businesses or a department in a larger organization.

Element	Performance Criteria
1. Develop operational strategies	<p>1.1 Action plan is developed to provide a clear and coherent direction in accordance with the business goals and objectives.</p> <p>1.2 Occupational Health and Safety and environmental issues are identified and strategies implemented to minimize risk factors.</p> <p>1.3 Strategies for using the existing, new or emerging technologies are developed and implemented where practicable to optimize business performance.</p> <p>1.4 Performance measures, operational targets and quality assurance issues are developed to conform to the business plan.</p> <p>1.5 Structured approach to innovation, including the utilization of the existing, new or emerging technologies is developed to respond to the changing customer's requirements.</p>
2. Implement operational strategies	<p>2.1 Systems and key performance indicators/targets are implemented to monitor business performance and customer satisfaction.</p> <p>2.2 Systems to control stock, expenditure/cost, wastage/ shrinkage and risks to health & safety are implemented in accordance with the business plan.</p> <p>2.3 Staffing requirements, where applicable, are maintained within the budget to maximize productivity.</p> <p>2.4 The provision of goods/services is carried out in accordance with the established technical, legal and ethical <i>standard</i>.</p> <p>2.5 Time, cost and quality specifications are met with the provision of goods/services in accordance with the customer's requirements.</p> <p>2.6 Quality procedures are applied to address product/service and customer's requirements.</p>
3. Monitor business performance	<p>3.1 The achievement of operational targets is regularly monitored/reviewed to ensure optimum business performance in accordance with the goals and objectives of the business plan.</p> <p>3.2 Systems and structures are reviewed, with a view to more effectively supporting business performance.</p>

	<p>3.3 Operating problems are investigated and analyzed to establish causes, and changes are implemented as required.</p> <p>3.4 Operational policies and procedures are changed to incorporate corrective action taken.</p>
4. Maintain networks	<p>4.1 Relevant personal and professional networks are identified and maintained to support business operation.</p> <p>4.2 Strategies are developed for the use of networks to assist in promoting the business and for monitoring changing business requirements.</p>
5. Review business operations	<p>5.1 Business plan is reviewed and adjusted as required to maintain business viability in accordance with the business goals and objectives.</p> <p>5.2 Proposed changes are clearly recorded to aid future planning and evaluation.</p> <p>5.3 Ongoing research into new business opportunities is undertaken and business goals and objectives adjusted as new business opportunities arise</p>

Variable	Range statement
Legislation, codes and national standards relevant to the workplace which may include:	<ul style="list-style-type: none"> • Award and enterprise agreements and relevant industrial instruments • National legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, • Relevant industry codes of practice
Operational strategies/ procedures may be determined by:	<ul style="list-style-type: none"> • Business premises (e.g. size, location, layout) • Purchase (sole or shared ownership) or leasing. • Premises, plant and equipment may be new or previously owned. • Requirements may be one-off requirements or recurrent • Requirements (such as equipment maintenance) specific to the nature of the business • Use of existing, new and emerging technologies including e-commerce • Plant and equipment , including OHS requirements • Physical and natural resources • Methods/techniques/technology • Management and administrative systems and procedures technology • Raw materials
Occupational Health and Safety and environmental issues must include:	<ul style="list-style-type: none"> • Establishment and maintenance of procedures for identifying risks to health and safety • Establishment and maintenance of procedures for • Assessing and controlling risks • Controls may include instructions to workplace personnel • Concerning: site hazards and controls, material safety • Data sheets, use of personal protective equipment, • Vehicle access, signs and barricades, traffic control,

	<ul style="list-style-type: none"> • Outside contractors • Waste and by-products
Business goals and objectives may include:	<ul style="list-style-type: none"> • Goals, objectives, plans, systems and processes • Short, medium or long term goals • Financial projections • Customer needs/marketing projections • Proposed size and scale of the business, market focus of the business • Lifestyle issues • Business outputs may include: <ul style="list-style-type: none"> ➤ Products ➤ Services
Operational targets may include:	<ul style="list-style-type: none"> • Internal targets which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock • Levels/stock turnover/average debtor payment periods and levels • External targets which may relate to market share and positioning and may involve exploring new markets, • Building national or international trade links • Targets which may be short, medium or long term • Staffing level and skills mix
Technical standards may include:	<ul style="list-style-type: none"> • Any current and generally agreed descriptions of what the product/service is, how it should be produced/ delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively
Networks may include:	<ul style="list-style-type: none"> • Personal contacts • Professional associations • Business/ industry association contacts • Formal/ informal/ individual/ group/ organizational contacts • And may assist in the provisions of information on: <ul style="list-style-type: none"> ➤ Business trends ➤ Changes in business environment ➤ Client requirements ➤ Technical support ➤ Financial advice

Evidence Guide

Critical Aspects of Competence	<p>Candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Develop strategies to successfully manage the operation of the business by interpreting information and • Make appropriate adjustments to the business operations as required
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Underpinning Knowledge and Attitudes	<p>knowledge of:</p> <ul style="list-style-type: none"> • Legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, • OHS responsibilities and procedures for managing hazards • Technical or specialist skills relevant to the business operation • Relevant industry codes of practice • Identification of relevant performance measures • Quality assurance principles and methods • Role of innovation • Principles of risk management relevant to the business, including risk assessment • Relevant marketing, sales and financial concepts • Methods for implementing operation and revenue control systems • Systems to manage staff, control stock, expenditure, services and customer service • Methods for monitoring performance and implementing improvements • Methods for developing and maintaining networks
Underpinning Skills	<ul style="list-style-type: none"> • Interpret legal requirements, company policies and procedures • Communication skills including questioning, clarifying, reporting • Numeracy skills for performance information and financial control • Technical skills as relevant to the business • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
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 • 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 <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: Midwifery Level IV	
Unit Title	Manage Continuous Improvement System
Unit Code	HLT MWR4 15 1012
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

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

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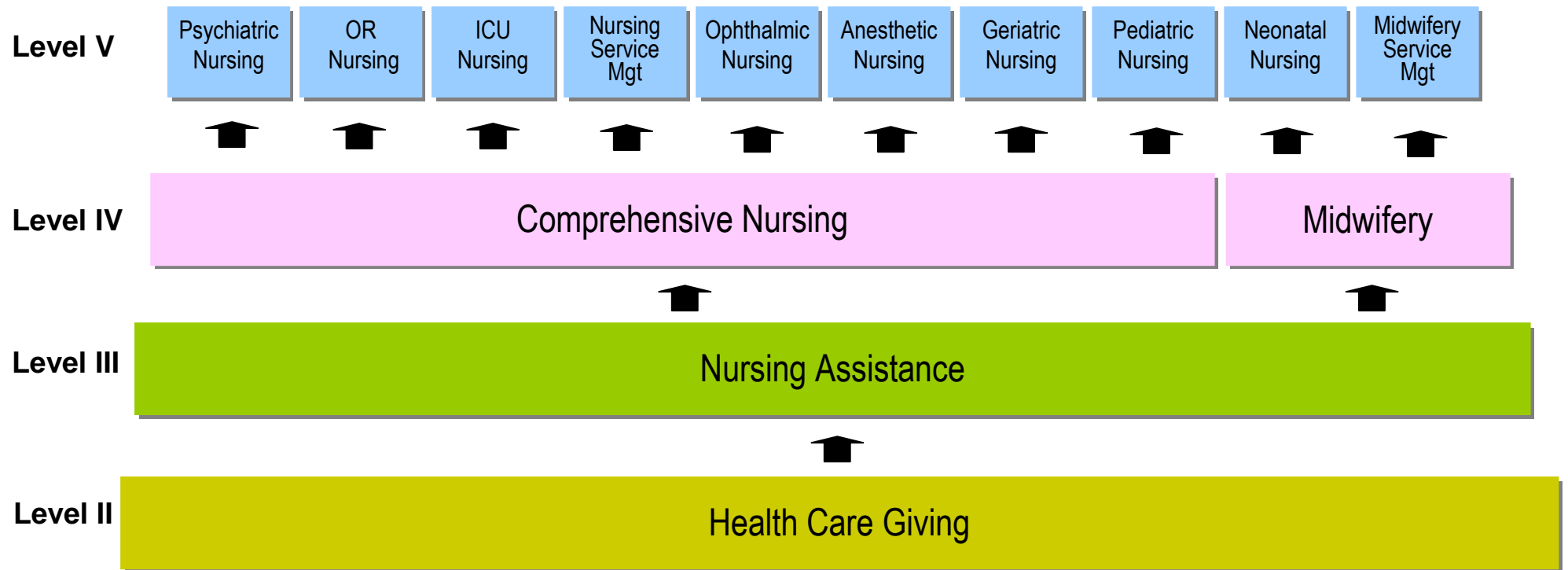
Variable	Range
Sustainability may include:	<ul style="list-style-type: none"> • addressing environmental and resource sustainability initiatives, such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace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

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

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

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

Sector: Health
Sub-Sector: Nursing Care



Acknowledgement

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

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

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