

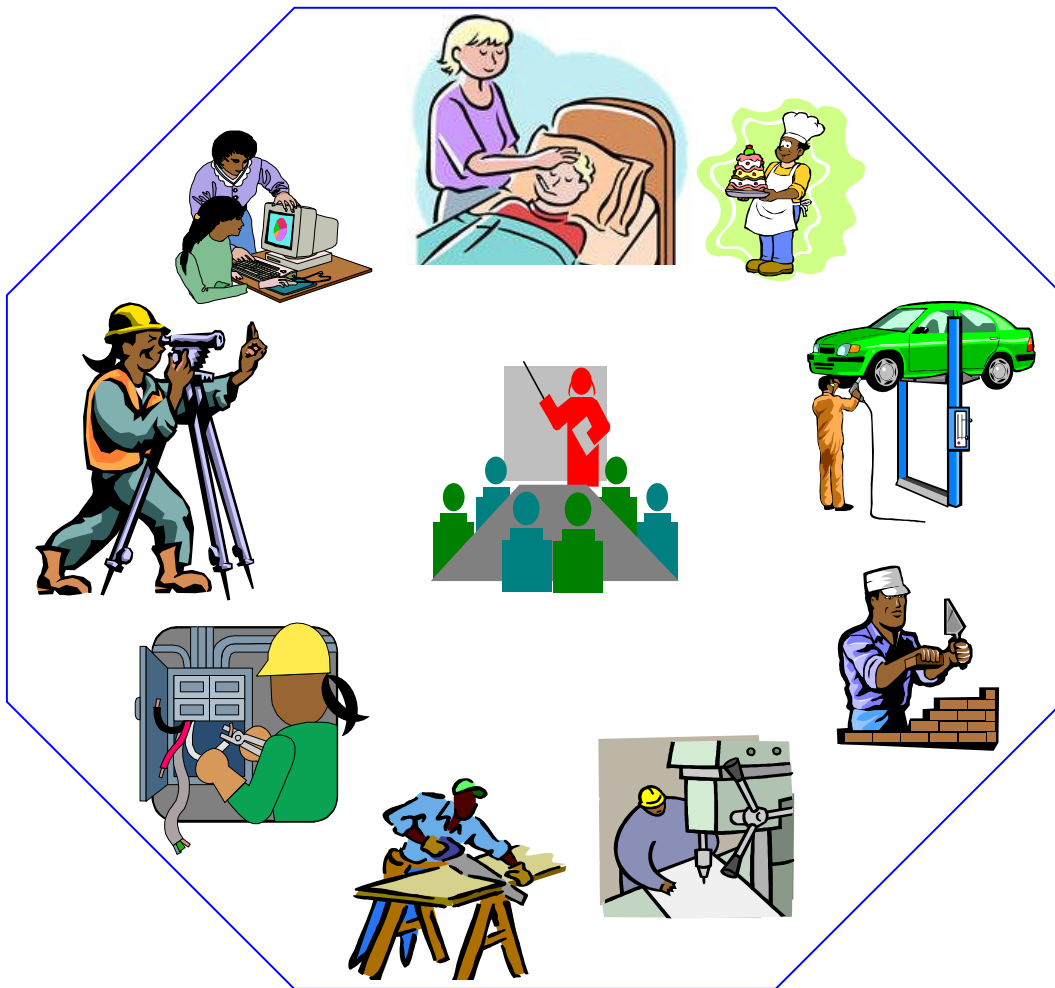
Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

**MIDWIFERY SERVICE
MANAGEMENT**



NTQF Level V



*Ministry of Education
June 2011*

Introduction

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

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

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

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

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

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

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

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

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UNIT OF COMPETENCE CHART

Occupational Standard: Midwifery Service Management		
Occupational Code: HLT MSM5 0611		
NTQF Level V		
<p><u>HLT MSM5 01 0611</u> Plan, Monitor and Manage Midwifery Service</p>	<p><u>HLT MSM5 02 0611</u> Assessing Diagnosing Prescribing to the Scope</p>	<p><u>HLT MSM5 03 0611</u> Manage High Risk Pregnancies and Labor</p>
<p><u>HLT MSM5 04 0611</u> Manage PMTCT service</p>	<p><u>HLT MSM5 05 0611</u> Implement Specialist Access and Egress Procedures</p>	<p><u>HLT MSM5 06 0611</u> Advocate Maternal and Child Health and Wellbeing</p>
<p><u>HLT MSM5 07 0611</u> Ensure Ethical Standards and Values</p>	<p><u>HLT MSM5 08 0611</u> Communicate in Complex or Difficult Situations</p>	<p><u>HLT MSM5 09 0611</u> Provide Technical Support to Build Capacity</p>
<p><u>HLT MSM5 10 0611</u> Manage Resource</p>	<p><u>HLT MSM5 11 0611</u> Apply Research Skill in Midwifery Care</p>	<p><u>HLT MSM5 12 0611</u> Organize Workplace Information</p>
<p><u>HLT MSM5 13 0611</u> Facilitate and Capitalize on Change and Innovation</p>	<p><u>HLT MSM5 14 0611</u> Manage Quality Systems and Procedures</p>	<p><u>HLT MSM5 15 0611</u> Establish and Conduct Business Relationship</p>
<p><u>HLT MSM5 16 0611</u> Develop a Disaster Plan</p>	<p><u>HLT MSM5 17 1012</u> Develop and Refine Systems for Continuous Improvement in Operations</p>	

Occupational Standard: Midwifery Service Management Level V	
Unit Title	Plan, Monitor and Manage Midwifery Service
Unit Code	HLT MSM5 01 0611
Unit Descriptor	This unit describes the skills and knowledge required to plan, manage and monitor Midwifery health care system

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

Variables	Range
Resources may include	<ul style="list-style-type: none"> • Health facility • Required human resources <ul style="list-style-type: none"> ▪ Obstetrician ▪ Midwives ▪ GP, ▪ Nurses ▪ Pediatrician and others • Medical equipments and supplies • Emergency drugs(oxytocics ,antihypertensives,anti convulsant, antibiotics and IV fluids) <ul style="list-style-type: none"> ▪ Incubator, ▪ Pulsoxymeter, ▪ Cardiac monitor, ▪ Oxygen source , ▪ Heater, ▪ Oxygen mask, ▪ Ambu bag, ▪ Suction tube and machine ▪ Urinary catheter ▪ Delivery coach ▪ Delivery set ▪ Antiseptic solutions, ▪ NG tube, etc. • Financial resource
Stake holder	<ul style="list-style-type: none"> • Family and significant other • MOH and other agencies working on maternal and child health
Strategic plans may include:	<ul style="list-style-type: none"> • Health strategic or development plans • Government strategic plans • Organizational strategy plans
Holistically	<ul style="list-style-type: none"> • Health service which includes social cultural, spiritual, physical and others.
Client	<ul style="list-style-type: none"> • women • Family
Plans may include:	<ul style="list-style-type: none"> • Team/ individual plans • Operational plans • Sector plans • Annual plans • Other planning documents

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit:</p> <ul style="list-style-type: none"> • Develop plan for maternal and child health program • Manage the plan • Monitor the program
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Principles of planning and monitoring Midwifery health care system, including risk assessment • Leadership in midwifery • Relevant organizational policy and guideline development components and principles. • Techniques in developing plan of action. • Theories, principles and concepts of midwifery • Client networking, financing, cost estimation and planning process • Local client Health Plans • Funding guidelines
Underpinning Skills	<p>Essential skills required are:</p> <ul style="list-style-type: none"> • Communication skill • Basic midwifery skills • Research skill • Midwifery equipments operation skill (incubator, cardiac monitor, etc) • Problem solving skills
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped assessment location with necessary tools and equipment as well as consumable materials • Approved assessment tools <p>Certified assessor /Assessor's panel</p>
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • 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</p>

	knowledge
Context for Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function

Occupational Standard: Midwifery Service Management Level V	
Unit Title	Assessing Diagnosing Prescribing to the Scope System
Unit Code	HLT MSM5 02 0611
Unit Descriptor	This unit addresses the knowledge and skill required by a midwife to assess, diagnose and prescribe to the scope.

Elements	Performance Criteria
1. Assess the patient	<p>1.1 Health status of the women is assessed based on the protocols.</p> <p>1.2 Appropriate instruments were used during assessment.</p> <p>1.3 Appropriate skills and methods of assessment of the women are used.</p> <p>1.4 Risk factor and magnitude of the problem are identified.</p> <p>1.5 <i>Social and environmental factors</i> were considered during assessment.</p>
2. Diagnose the patient	<p>2.1 Common obstetrics and gynecology including neonatal health problems were diagnosed as per the guideline.</p> <p>2.2 Cases are referred to others /senior health care professionals as required.</p>
3. Prescribe medication to the scope	<p>3.1 Appropriate treatment / medications were selected for the identified cases.</p> <p>3.2 Medications /treatment were selected based on the environmental, social and cultural aspects.</p> <p>3.3 Proper handling, usage and storage of the prescribed medications were adequately explained.</p> <p>3.4 The patient's family was explained when to return back for follow up.</p>

Variables	Range
Common obstetrics and gynecology problems may include:	<ul style="list-style-type: none"> • Ante partum and postpartum hemorrhage • Abortion • Obstructed and prolonged labour • Ectopic pregnancy • Pelvic inflammatory disease and STI

	<ul style="list-style-type: none"> • Uterine prolapsed and evertion • Hypertensive disorders of pregnancy • Abnormal uterine blending • Fistula • Dysmenorrheal • Pre and Post menopausal abnormalities. • Urinary incontinence • Reproductive organ tumors (female). • Disorder of puberty • Infertility • congenital malformations of female genital tract
<i>Common neonatal heath problems may includes:</i>	<ul style="list-style-type: none"> • Birth asphyxia • Preterm/premature baby • Neonatal pneumonia • Neonatal sepsis • Neonatal jaundice • Congenital anomalies • Hypothermia/hyperthermia • Seizure disorder • Neonatal tetanus • Neonatal hemorrhage • Meningitis • Ophthalmicconditions(opthalmianenathrum,conjunctivitis others
Cases to be referred may include:	<ul style="list-style-type: none"> • Case in critical condition • Cases which require further assessments and management • Cases beyond the scope of the health care provider within the facility
<i>equipments and materials</i>	<ul style="list-style-type: none"> • Vaginal speculum • BP apparatus • MVA set • D&C and E&C set • Delivery set • Forceps and vacuum • Oxygen • Suction machine and Suction tube • Stethoscope • Spatula • Coaches

	<ul style="list-style-type: none"> • Torch • Thermometer • Scale • Meter • NG tube • Nasal catheter • Butterfly needle • Medication cup • Specimen collection equipment as required • Others
Social and environmental factors are	<ul style="list-style-type: none"> • knowledge Culture • Socio-economic status
Medications	<ul style="list-style-type: none"> • Oxytocic drugs • Antihypertensive drugs • Anticonvulsant • Vit .k • 40% dextrose • Tetracycline eye ointment 1% • Antibiotics • Diuretics • IV fluids • Antipyretics AND analgesics • Anesthetic agents

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit:</p> <ul style="list-style-type: none"> • Assess the patient • Diagnose the patient • Prescribe medication to the scope
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Body organization and function of women and neonate • History taking and physical examination • Common health problems of women and neonate • Pharmacology relevant to obstetrics and gynecology and neonatology • Relevant medical/medication terminology and approved

	<p>medication abbreviations used in midwifery</p> <ul style="list-style-type: none"> • Organization policies and procedures, guidelines and protocols, including workplace health and safety policies to ensure safe practice e.g. management of sharps • Ethical guidelines including confidentiality, duty of care and public safety • Application of guidelines to individual needs of clients(i.e. therapeutic interventions, hygiene, dignity, esteem, physical, cultural and cognitive restrictions) <ul style="list-style-type: none"> ▪ Relevant pathophysiology ▪ Factors influencing medication actions ▪ Major medication groups ▪ Documentation associated with medication administration ▪ Systems of medication delivery and medication administration devices within the scope of own role • State/territory legislative requirements relating to medication administration • Legal requirements for practice parameters of enrolled midwife relating to the administration of medications, including legal requirements of each route of administration • Methods of storage, handling and usage of medications • Role of the health care team in the administration of medications • An awareness of the role of complementary therapies • Substance incompatibilities, including: <ul style="list-style-type: none"> ▪ Anaphylactic reactions ▪ Adverse reactions ▪ Contraindications ▪ Precautions ▪ Side effects • An understanding of the pharmacology of medications including: <ul style="list-style-type: none"> ▪ Pharmacodynamics ▪ Pharmacokinetics ▪ Pharmacotherapeutics ▪ Toxicology • People’s perception of pain and principles and strategies to alleviate pain
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<p>Underpinning Skills</p>	<p>Essential skills required are:</p> <ul style="list-style-type: none"> • Interpersonal skills required include: <ul style="list-style-type: none"> ▪ Working with others, ▪ Empathy with patient and relatives, ▪ Using sensitivity when dealing with people ▪ An ability to relate to persons from differing cultural, social and religious backgrounds. ▪ Patient assessment skill history and physical examination.
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	<ul style="list-style-type: none"> ▪ Interpretation of laboratory tests and other investigations. ▪ Prescribing the right drug for the diagnosis ▪ Administration of drug in the right route. ▪ Problem solving skills required include an ability to use tools and techniques to solve problems, analyze information and make decisions that require discretion and confidentiality.
Resource Implications	For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • 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 for Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function

Occupational Standard: Midwifery Service Management Level V	
Unit Title	Manage High Risk Pregnancies and Labor
Unit Code	HLT MSM5 03 0611
Unit Descriptor	This unit describes the knowledge ,skill and attitude required for the management of high risk pregnancies and labor

Elements	Performance Criteria
1.Assess and identify high risk pregnancies	<p>1.1 Appropriate history taking and physical examination is carried out.</p> <p>1.2 Routine and relevant diagnostic investigations are made.</p> <p>1.3 Appropriate assessment tools are used.</p> <p>1.4 Early signs and symptoms of obstructed and prolonged labor are identified.</p>
2.manage and/or refer high risk pregnancy	<p>2.1 Anemia is managed during pregnancy.</p> <p>2.2 High risk mothers are referred to senior obstetrician where the required service available.</p> <p>2.3 Hypertensive disorders of pregnancy are managed.</p> <p>2.4 Diagnose, resuscitate and refer APH and ectopic pregnancy</p>
3.Conduct safe and clean delivery	<p>3.1 Maternal and fetal condition is followed during labor.</p> <p>3.2 Pantograph is used to detect any deviation from normal process of labor, maternal and fetal condition.</p> <p>3.3 PMTCT service is provided.</p> <p>3.4 Post partum hemorrhage is controlled.</p> <p>3.5 Work place OHS is followed according to the national guideline.</p>
4.manage emergency obstetrics	<p>4.1 First aid measures are applied during emergency situation (ABC of life).</p> <p>4.2 Bleeding is controlled.</p> <p>4.3 Immediate resuscitation and stabilization.</p> <p>4.4 Incomplete abortion /concepts tissue is evacuated by manual vacuum aspiration.</p> <p>4.5 Manual removal of placenta.</p>
5.Assist vaginal delivery with vacuum and	<p>5.1 The mother with vacuum delivery is assisted.</p> <p>5.2 The mother with forceps delivery is assisted.</p>

forceps	
6.assist in labor induction and augmentation	<p>6.1 Indication and contra indication are identified for induction and augmentation.</p> <p>6.2A mother which is in induction and augmentation is followed based on the national protocol.</p>

Variables	Range
<i>Appropriate history taking and physical examination includes:</i>	<p>History taking includes:</p> <ul style="list-style-type: none"> • Socio demographic data • Present and past obstetric history • Present and past medical and surgical history • Family history • Socioeconomic status <p>Physical examination includes</p> <ul style="list-style-type: none"> • General appearance • Vital signs • Head to toes assessment particularly abdominal and pelvic examination
<i>high risk pregnancy includes</i>	<ul style="list-style-type: none"> • Ante partum and postpartum hemorrhage • Multiple pregnancy • Previous c/s • Amniotic fluid volume disorders • Hypertensive disorders of pregnancy • Rh and ABO incompatibility • Grand Multiparty • Severe anemia • Malpresentations and position • Cefalopelvic disproportion(CPD) • Obstructed and prolonged labor • Ectopic pregnancy
<i>assessment tools</i>	<ul style="list-style-type: none"> • Vital sign equipment (BP apparatus, thermometer, stethoscope) • Fetoscope • Meter • Weight scale

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit:</p> <ul style="list-style-type: none"> • Assess and identify high risk pregnancies • Manage and refer high risk pregnancies • Conduct clean and safe delivery • Fill and interpret pantograph • Assist vaginal delivery with vacuum and forceps • Perform first aid measures to safe life • Apply manual vacuum aspiration • Remove placenta manually • Assist in labor induction and augmentation
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Physiology of labor • History taking and physical examination • Common diagnostic investigation • First aid measures • resuscitation and stabilization • Bleeding controlling mechanisms • High risk pregnancies • Instrumental delivery • Induction and augmentation protocols • Filling and interpreting pantograph
Underpinning Skills	<p>Essential skills required are:</p> <ul style="list-style-type: none"> • Demonstrate effective communication skill • Demonstrate history taking and physical examination techniques • Demonstrate safe handling of instruments and equipments • Demonstrate safe and clean delivery • Demonstrate instrumental delivery according to the national guideline • Demonstrate manual vacuum aspiration according to the national guideline • Demonstrate bleeding control mechanism • Demonstrate manual removal of placenta • Demonstrate repairing of tears and episiotomy • Administration of emergency medications
Resource Implications	<p>For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.</p>
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays

	<ul style="list-style-type: none"> • 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 for Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.

Occupational Standard: Midwifery Service Management Level V	
Unit Title	Manage PMTCT Services
Unit Code	HLT MSM5 04 0611
Unit Descriptor	This unit describes the knowledge, skill and attitude required for planning, implementing and evaluating PMTCT services during antenatal, delivery and postnatal period to prevent the transmission of HIV/AIDS infection.

Elements	Performance Criteria
1.plan PMTCT service	<p>1.1 Eligible pregnant mother is determined.</p> <p>1.2 Available resources are reviewed as:</p> <ul style="list-style-type: none"> ▪ Human resource ▪ Diagnostic tools ▪ ART drugs ▪ Finance ▪ Rooms
2. Uses a structured approach in the process of assessment e.g. problem solving approach.	<p>2.1 Midwifery standard framework is used to obtain general and reproductive health history.</p> <p>2.2 Appropriate techniques are used to examine the woman and the fetus/baby in the hospital/health center/village settings.</p> <p>2.3 Documents are found correctly and accurately in the appropriate format.</p> <p>2.4 Data is confirmed and consulted with the clients and members of the health care team e.g. midwife, Nurse, health officers, Doctors.</p>
3. Encourages and guides the woman, the family and the community to take responsibility for own health.	<p>3.1 The ability is demonstrated to use formal and informal approaches to give accurate reproductive health information to the family and community to reduce risk for the woman and her fetus.</p> <p>3.2 The woman, family and the community are provided with</p>

	<p>appropriate information about the safe family planning practices.</p> <p>3.3 Active participation of the husband/partner throughout the pregnancy, childbirth and early parenting is encouraged.</p> <p>3.4 Relevant information on infertility, STI including HIV/AIDS and cancer in women is provided.</p> <p>3.5 Promotes understanding that mother to child transmission of HIV/AIDS can be prevented.</p> <p>3.6 A care plan is developed and prioritized according to the woman's needs.</p> <p>3.7 The woman and her family are educated on the importance of PMTCT service.</p>
4. Takes an active role in promoting safe sexual health	<p>4.1 Infection control measures are promoted.</p> <p>4.2 Dual protection of condom is educated.</p> <p>4.3 Positive living with HIV/AIDS is promoted in a reproductive health setting.</p> <p>4.4 Care is coordinated, referred and reported if necessary to the appropriate authority.</p>
5. provide PMTCT service	<p>5.1 PIHTC is provided to all pregnant mother according to the PIHTC protocol of the FMOH.</p> <p>5.2 HIV pre-and post counseling is given to the client according to the standard counseling technique protocol of FMOH.</p> <p>5.3 HIV testing is done according to the rapid test algorithm of the FMOH.</p> <p>5.4 Appropriate treatment is given to the pregnant mother and neonate according to the national protocol.</p>
6. Use the available resources to achieve maximum PMTCT service using cost effective measures.	<p>6.1 Correct use of human resources is demonstrated by appropriate allocation of staff (staff patient ration), orientation, mentoring, supervision, evaluation and feedback.</p> <p>6.2 Correct use of available resources is demonstrated.</p> <p>6.3 PMTCT service goals and objectives are evaluated for cost containment in a participatory way.</p>

	6.4 Functions are sought well.
7. Demonstrate and Provide leadership role in PMTCT services by monitoring and evaluation.	<p>7.1 Clinical supervision is provided to other health workers to promote PMTCT service.</p> <p>7.2 The needs of other health workers are identified and assisted to develop strategies to address PMTCT services.</p> <p>7.3 Health workers are updated when national PMTCT policies and practices change.</p> <p>7.4 Other health care workers are informed when new initiatives related to PMTCT services are implemented.</p> <p>7.5 In-service education of others is facilitated through a range of activities.</p>

Variables	Range
<i>Eligible pregnant mother includes :</i>	<ul style="list-style-type: none"> • Those HIV positive pregnant mothers among all pregnant mother in the catchment area who are candidate for PMTCT service according to the national guideline.
<i>midwifery standard framework includes:</i>	<ul style="list-style-type: none"> • National guideline for PMTCT • Standard protocols for PMTCT (MOH) • Standard treatment guide for HIV/AIDS
<i>infection control measures</i>	<ul style="list-style-type: none"> • Safer sex practice using condom • Avoiding contact with blood and other body fluids • Safe waste disposal system • Disinfection and sterilization methods
<i>positive living with HIV/AIDS includes:</i>	<ul style="list-style-type: none"> • Avoid any drug or substance abuse • Adherence to ART drugs • Safer sex practice • Balanced diet • Personal Hygiene • Early treatment of opportunistic infections and other • Disease • Avoid eating uncooked and meat and vegetables

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit:</p> <ul style="list-style-type: none"> • Plan ,implement and evaluate PMTCT service • Provide PIHCT • Provide pre and post counseling service

	<ul style="list-style-type: none"> • Demonstrate prevention and health promotion activities • Safe and clean delivery practice • Administer and monitor side effects of ART drugs
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Basic knowledge about HIV pathogenesis ,transmission diagnosis, management and prevention • Indication and contra indication of ART drugs • Early identification of ART drug side effects • Planning and evaluation • Leadership • Infection prevention guidelines of the nation • Health education • About counseling
Underpinning Skills	<p>Essential skills required are:</p> <ul style="list-style-type: none"> • Effective communication skill • Basic counseling skill • Drug dose calculation and administration • Disinfection and sterilization methods • Demonstration of PIHCT • Safe use and handling of equipments
Resource Implications	<p>For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.</p>
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • 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 for 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 Service Management Level V	
Unit Title	Implement Specialist Access and Egress Procedures
Unit Code	HLT MSM5 05 0611
Unit Descriptor	This unit involves implementing specialized procedures necessary to overcome major obstacles to safe access and egress at the scene of an incident. This unit may or may not require the use of specialized equipment. It refers to situations that stretch the resources and ingenuity of personnel involved to a limit beyond the requirements of routine procedures.

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

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

Evidence Guide	
Critical Aspects of Assessment	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> • Observation of performance in the work environment or a simulated situation • Development and implementation of access/egress plans under a variety of conditions requiring specialist equipment and/or procedures • Proper use of various types of access/egress equipment including specialist equipment, in a variety of situations • Recognition that patient welfare is paramount in access and egress procedures • Recognition and observance of OHS requirements • Ingenuity in overcoming difficult access/egress situations
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Dangers associated with various hazardous situations • State/Territory and local policies and procedures related to access and egress • OHS policies and procedures relevant to access and egress • Patient care under these circumstances • Relevant specialist equipment and its uses • Factors which may affect safe access/egress and patient welfare
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> • Oral communication skills (language competence) required to fulfill job roles as specified by the organization/service. Oral communication skills include: <ul style="list-style-type: none"> ▪ Asking questions, ▪ Active listening, ▪ Asking for clarification from patient or other persons at the scene, ▪ Negotiating solutions, ▪ Acknowledging and responding to a range of views • Written communication skills (literacy competence) required to fulfill job roles as specified by organization/service. The level of skill may range from: <ul style="list-style-type: none"> ▪ Reading and understanding incident reports ▪ Case management materials to preparing handover reports for receiving agency staff • Interpersonal skills required include: <ul style="list-style-type: none"> ▪ Working with others,

	<ul style="list-style-type: none"> ▪ Empathy with patient and relatives ▪ An ability to relate to persons from differing cultural, social and religious backgrounds • Problem solving skills required include: <ul style="list-style-type: none"> ▪ An ability to use available resources, ▪ Analyze information ▪ Make decisions that ensure patient welfare and their safe access/egress using specialized procedures
Resource Implications	For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible.
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • 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 for Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.

Occupational Standard: Midwifery Service Management Level V	
Unit Title	Advocate Maternal and Child Health and Wellbeing
Unit Code	HLT MSM5 06 0611
Unit Descriptor	This unit describes the knowledge and skill required to advocate and promote maternal, child health and well being.

Elements	Performance Criteria
1. Provide health information and support for pregnancy	<p>1.1 Information is provided on maintaining good health during Pregnancy and <i>risk factors for the mother and baby</i>.</p> <p>1.2 <i>Issues related to nutrition</i> of mother and baby is discussed with mothers.</p> <p>1.3 Information is provided on birthing options, signs of labor, and stages of labor, pain management techniques and family attendance at delivery.</p> <p>1.4 Local birthing practices and cultural beliefs are identified and discussed with women in planning and advocating for appropriate childbirth.</p> <p>1.5 Roles, relationships and responsibilities are discussed to support safe birthing, including the role of the health worker as an advocate for women and families.</p> <p>1.6 Signs of onset of labor are discussed and identified, and women are supported to attend a birthing facility as required.</p> <p>1.7 Physical and emotional support is provided to women as appropriate during hospitalization.</p>
2. Provide health information and support after birth	<p>2.1 Information is provided, and self-care and wellbeing are supported during the post-natal period.</p> <p>2.2 Advice is provided to mothers on routine care of the newborn.</p> <p>2.3 Strategies are implemented to establish and support breast-feeding.</p> <p>2.4 The importance of nutrition is discussed with the client, physical activity, rest, sleep and support with domestic tasks and care of family in the immediate postnatal period</p> <p>2.5 Minor post-natal problems are identified for mother and newborn to provide appropriate advice.</p> <p>2.6 Information is provided on contraceptive options.</p>
3. Follow-up mothers and babies	<p>3.1 The registers of women undergoing antenatal care are maintained according to the organizational policies and procedures.</p> <p>3.2 Schedules of participation in antenatal care are kept and used to organize the continuing care.</p> <p>3.3 Reminders, transport and other assistance are organized to attend care and/or provide according to the women's needs.</p> <p>3.4 Records are updated regularly according to the</p>

	<p>organizational protocols.</p> <p>3.5 Statistics are kept on attendance for antenatal care and birthing outcomes, and use to evaluate maternal health programs.</p> <p>3.6 Strategies are implemented to improve maternal and/or neonatal health in line with the community requirements and organization guidelines.</p>
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Variables	Range
<i>Cultural respect</i>	<ul style="list-style-type: none"> • This competency standard supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions . • It recognizes that the improvement of the health status of people must include attention to physical, spiritual, cultural, emotional and social well-being, community capacity and governance • Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices
<i>Community control</i>	<ul style="list-style-type: none"> • Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process
<i>Supervision</i>	<ul style="list-style-type: none"> • Supervision must be conducted in accordance with the prevailing state/territory and organization legislative and regulatory requirements. • References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals • A person at this level should only be required to make decisions about clients within the organization's standard treatment protocols and associated guidelines
<i>Legislative requirements</i>	<ul style="list-style-type: none"> • Federal, state or territory legislation may impact on workers' practices and responsibilities. • Implementation of the competency standards should reflect the legislative framework in which a health worker operates. • It is recognized that this may sometimes reduce the application of the Range of Variables in practice.
<i>Risk factors for mother and baby may include:</i>	<ul style="list-style-type: none"> • Lifestyle and other risk factors identified from a health history • Potential effects of risk factors on the fetus, including: <ul style="list-style-type: none"> ▪ Alcohol consumption,

	<ul style="list-style-type: none"> ▪ Tobacco use, ▪ Nutrition, ▪ Prescription and non prescription drugs, ▪ Illegal drugs ▪ Environmental hazards potential impact of compliance or non-compliance with antenatal care plan <ul style="list-style-type: none"> • Presence or absence of family, financial and social support systems. • Environmental and housing issues affecting pregnancy, childcare and family health.
<i>Issues relating to nutrition may include:</i>	<ul style="list-style-type: none"> • Nutrients required in pregnancy and their food sources • Identifying women 'at risk' for nutritional problems in Pregnancy • Possible effects for the mother and fetus if diet is inadequate during pregnancy • Advantages of and common myths about breast feeding • The relationship between low birth weight and chronic disease
<i>Strategies to improve maternal and/or neonatal health may include:</i>	<ul style="list-style-type: none"> • Collection of maternal and child health data as a basis for preventing, containing or eliminating diseases or conditions causing ill health. • Identification of relationships between health and demography, culture, socioeconomic status, general Health, obstetric history and health services. • Use of a community development approach to devise strategies to reduce morbidity and mortality rates.

Evidence Guide			
Critical Aspects of Competence	Critical aspects of assessment must include: <ul style="list-style-type: none"> • Promote for effective antenatal and post natal care • Effective communication with the client and Confidentiality • Advocate for nutritional need of pregnancy • Advocate birthing practice suitable for culturally appropriate birth outcomes. • Promote child immunization and healthy practice • Advocate for family planning • Community mobilization for maternal and child health and well being. • Educate the community for prevention of STI including HIV/AIDS 		
Underpinning Knowledge and Attitudes	Essential knowledge includes: <ul style="list-style-type: none"> • The candidate must be able to demonstrate essential 		
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	<p>knowledge required to effectively do</p> <ul style="list-style-type: none"> • 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>This includes knowledge of:</p> <ul style="list-style-type: none"> • Organization policies and procedures relating to client confidentiality • Birthing practices suitable for culturally appropriate birth outcomes • Nutritional needs of pregnant women • Health conditions, obstetric problems and associated issues related to pregnancy, maternal and infant health <p>Strategies to:</p> <ul style="list-style-type: none"> • improve maternal and neonatal health in the community • Address clients presenting with antenatal problems • Coordinate provision of optimum level of maternal health service delivery • Medical problems occurring in pregnancy requiring referral • Effective post natal care practices for mother and baby • Relevant evaluation criteria for monitoring effectiveness of specific maternal and/or infant health management program 		
Underpinning Skills	<p>Essential skills required are:</p> <ul style="list-style-type: none"> • Communicate effectively in a group and one-on-one environment to promote healthy practices and discuss health issues • Provide accurate and relevant information and guidance about maternal and child health care in line with identified individual and community needs • Communicate effectively with client to obtain information and ensure understanding of information provided • Provide community education on maternal health • Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities • Work with a team to deliver effective health promotion and education for communities and clients using appropriate facilitation, problem solving and instructional practices 		
Resource Implications	<p>For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.</p>		
Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks 		
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Methods	<p>through simulation/Role-plays</p> <ul style="list-style-type: none"> • 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 for 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 Service management Level V	
Unit Title	Ensure Ethical Standards and Values
Unit Code	HLT MSM5 07 0611
Unit Descriptor	This unit reflects the knowledge and skill of the midwife's legal, ethical and professional accountability to women and their families, the community, relevant regulatory authorities and employers, for all elements of clinical practice and decision making. This necessitates the autonomy to practice within a scope of competency and an ability to work independently and in collaboration with others.

Elements	Performance Criteria
1.Functions in accordance with the legislative and policy guidelines relevant to midwifery practice	<p>1.1 Current license is maintained to practice as an outcome of self-regulation.</p> <p>1.2 Unsafe practice are identified and intervened accordingly.</p> <p>1.3 A set midwifery scope of practice is functioned within as delineated by this document.</p> <p>1.4 Practices only to the level for which she/he is adequately prepared, supervised and supported to perform.</p> <p>1.5 Relevant codes of conduct are utilized as a guide to midwifery practice.</p> <p>1.6 Policy development that has impact on midwifery practice is greatly contributed.</p> <p>1.7 Interacts with policy makers and legislators to influence legislation and regulation pertaining to midwifery practice</p> <p>1.8 Midwifery care is documented accurately.</p>
2.Maintain ethical work practices	<p>2.1 Duty of <i>confidentiality</i> is fulfilled to the client, both at law and under professional code of ethics</p> <p>2.2 The collection, use and <i>disclosure of client information</i> are ensured in consistent with the information privacy principles.</p> <p>2.3 Adherence is ensured to the relevant industry code of Practice.</p> <p>2.4 Ensure the <i>rights of clients</i> are recognized and respected throughout all stages of tests/procedures. That outlines the minimum standard of professional conduct</p> <p>2.5 Ethical issues or breaches of <i>ethical practice</i> are referred to the management or ethics committees in accordance with the organizational policies and</p>

	<p>procedures.</p> <p>2.6 Duty of care is exercised in all aspects of work to ensure client's safety.</p> <p>2.7 Client's complaints are handled sensitively and in line with the organizational policies and procedures.</p> <p>2.8 All works are performed within the boundaries of responsibility and problems are referred to the supervisor and/or other appropriate health professional.</p> <p>2.9 <i>Work practices are monitored to ensure that they reflect principles of ethical practice</i></p>
3. Maintain appropriate documentation	<p>3.1 When referral or request is received, ensure nature and requirements referral and/or request are correctly identified.</p> <p>3.2 Documentation is completed within the clients' medical records in accordance with the state/territory legislation, and organizational policies and procedures.</p> <p>3.3 Reports and documentation address requirements of state/territory legislation, and organization policies and procedures are ensured.</p> <p>3.4 Policies and procedures are implemented to safe guard client's information from unauthorized access or disclosure.</p>
4. Maintain compliance with legal requirements	<p>4.1 Ensure statutory obligations and requirements are fulfilled.</p> <p>4.2 Ensure consent of client is obtained for each test/procedure, as required.</p> <p>4.3 Ensure authorities are notified of client information as required by law.</p> <p>4.4 Ensure release of information contained within client records is completed in accordance with the relevant federal, state/territory legislation and organizational policies and procedures.</p> <p>4.5 Ensure duty of care is met in all aspects of own work role.</p> <p>4.6 Ensure clients are provided with access to inform about themselves in accordance with the legislation or other statutory provisions.</p> <p>4.7 Ensure the right of every client to be treated fairly and equitably is recognized</p>
5. Assumes responsibility and accountability for own actions and clinical decision making	<p>5.1 Ongoing self-evaluation is performed to determine strengths and limitations in knowledge and skills.</p> <p>5.2 Responsibility for delegation and supervision of midwifery care (direct and indirect) is assumed, which is relevant to the context and the competence of the person to whom care is delegated</p> <p>5.3 The responsibility for delegated activities relevant to the context and own level of competence is accepted.</p> <p>5.4 Works collaboratively with other health care professionals to improve the delivery of services to the</p>

	women and families 5.5 women and families are advocated to ensure promotion of a healthy and safe birth.
3. Delivers care and practices midwifery within an ethical framework and social context	6.1 Midwifery care is implemented in a culturally respectful and non-judgmental manner. 6.2 Midwifery practice is implemented based on the ethical decision making. 6.3 It is worked in partnership with women to support them in making informed choices about their health 6.4 Women are strengthened in promoting health of self and others. 6.5 Women, families and health care professionals are communicated to optimize care. 6.6 Advocacy is done to protect the rights of women and families in relation to midwifery care

Variables	Range
<i>Confidentiality of client's information must include:</i>	<ul style="list-style-type: none"> • Verbal • Written i.e. medical records, referral/request • Video/audio tapes • Radiographic films and images • Computer files
<i>Disclosure of client information may include:</i>	<ul style="list-style-type: none"> • When a client consents to disclosure • When other health care workers need to know • Information to complete appropriate treatment and care • When disclosure of information is required by law E.g. some infectious diseases, suspected or known • child abuse
<i>Client's rights may include:</i>	<ul style="list-style-type: none"> • Treatment with reasonable care and skill • Right to refuse medical treatment • Confidentiality of information • Access to information held about them including medical records, registers • Right not to be discriminated against • Right to make a complaint • Right to be involved in decisions regarding treatment and care
<i>Legal obligations and requirements may relate to:</i>	<ul style="list-style-type: none"> • Privacy • Anti-Discrimination • Consent to medical treatment • Duty of care • Release of client information, including medical and other clinical records • Coroners Act • Child protection • Industrial relations

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

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit:</p> <ul style="list-style-type: none"> • Work in the ethical and legal frame work of midwifery • Maintain confidentiality • Respect client's right • Demonstrate accountability and responsibility
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes::</p> <ul style="list-style-type: none"> • Client rights and responsibilities • Industry code(s) of practice where applicable • Law of consent to medical treatment • Legal and ethical requirements and responsibilities as they relate to specified work role(s) • Organization policy and procedures for complaints handling • Relevant federal, state, territory and local government legislation affecting role and Duties
Underpinning Skills	Essential skills required are:

	<ul style="list-style-type: none"> • Apply reading and writing skills (literacy competence) required to fulfill job roles in a safe manner and as specified by the organization, at a level of skill that includes: • reading and interpreting organization policy and procedure manuals and industry codes of practice • Apply oral communication skills-language competence required to fulfill job roles in a safe manner and as specified by the organization: <ul style="list-style-type: none"> • asking questions • clarifying workplace instructions when necessary • listening to and understanding workplace instructions • providing clear information • Conduct compliance monitoring activities • Demonstrate, model and monitor work activities in compliance with legal and ethical requirements and organization policies and procedures, including: <ul style="list-style-type: none"> ▪ Demonstrating respect for clients' rights ▪ Meeting requirements for provision of duty of care ▪ Working in accordance with legislation relevant to the workplace and specific work functions ▪ Take into account requirements and imperatives relating to waste minimization, environmental responsibility and sustainable practice. ▪ Use effective verbal and non verbal communication skills with a range of internal and external persons, which may involve competence in English or a community language, depending on client group ▪ Use problem solving skills as required to interpret and apply policy in the workplace, ▪ Safe manner and as specified by the organization:
Resource Implications	For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.
Assessment Methods	Competence may be assessed through: <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training providers or employers)

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

Occupational Standard: Midwifery Service Management Level V	
Unit Title	Communicate in Complex or Difficult Situations
Unit Code	HLT MSM5 08 0611
Unit Descriptor	This unit involves communication where there are special difficulties in conveying or receiving information in the context of providing ambulance services. This unit includes conveying complex information (e.g. to members of allied medical, paramedical or emergency services), communication with patients, bystanders or members of the public where there is a language, social, cultural or religious barrier or physical handicap and communication in situations where there is an obstructive emotional disturbance.

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

	respected.
3. Overcome barriers to communication	<p>3.1 Barriers to effective communication are detected by continuous monitoring of the situation and using communication equipment.</p> <p>3.2 Situation needs are identified, clarified and confirmed using the appropriate communication skills and techniques.</p> <p>3.3 Actions are undertaken in accordance with the relevant local ambulance standard operation procedure.</p> <p>3.4 Discretion and confidentiality are observed and members of the public are treated with respect at all times.</p> <p>3.5 Individual situations/problems are treated in a caring but firm manner combining sensitivity and openness with a confident, reassuring manner combining sensitivity and openness with a confident, reassuring manner.</p> <p>3.6 Interaction is consistent with the urgency of the situation presented and in accordance with the service policy and procedures.</p> <p>3.7 Conflict (and potential for conflict) is dealt with in a manner that prevents escalation.</p>

Variables	Range
Modes of communication may include, but are not limited to:	<ul style="list-style-type: none"> • Oral and written communication • Use of interpreters • Sign language • Use of personnel with special communication skills
Written and oral communication should:	<ul style="list-style-type: none"> • Avoid unnecessary jargon • Conform with service policy and procedures • Focus on the receiver's needs • Keep stakeholders informed
Oral communication may include, but is not limited to:	<ul style="list-style-type: none"> • Answering requests and enquiries • Questioning, clarifying and confirming information • Conveying instructions, descriptions and explanations • Consulting and advising
Written communication may include, but is not limited to:	<ul style="list-style-type: none"> • Reports • Patient care documentation • Correspondence
Communication	<ul style="list-style-type: none"> • Radio

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

Evidence Guide	
Critical Aspects of Assessment	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> • Observation of performance in the work environment or in a simulated work setting • Observation must include: <ul style="list-style-type: none"> ▪ Communication under pressure ▪ Interpersonal interaction in a variety of complex or difficult work situations ▪ Communication relating to standard pre-hospital patient care
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Standard local ambulance operation procedure • Operation of communication equipment • Service communication codes and systems
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> • Oral communication skills (language competence) required to fulfill job roles as specified by the organization/service. Advanced oral communication skills include: <ul style="list-style-type: none"> ▪ Interviewing techniques,

	<ul style="list-style-type: none"> ▪ Asking questions, ▪ Active listening, ▪ Asking for clarification from patient or other persons at the scene, ▪ Negotiating solutions, ▪ Acknowledging and responding to a range of views. <ul style="list-style-type: none"> • Written communication skills (literacy competence) required to fulfill job roles as specified by organization/service. The level of skill may range from reading and understanding incident reports and case management materials to preparing handover reports for receiving agency staff. • Interpersonal skills required include: <ul style="list-style-type: none"> ▪ Working with others, ▪ Empathy with patient and relatives, ▪ Using sensitivity when dealing with people, ▪ An ability to relate to persons from differing cultural, social and religious backgrounds • Problem solving skills required include an ability to use tools and techniques to solve problems, analyze information and make decisions that require discretion and confidentiality
Resource Requirements	<p>Resource implications may include:</p> <ul style="list-style-type: none"> • Access to appropriate workplace or simulation of realistic workplace setting where assessment can be conducted • Access to equipment and resources normally used in the workplace
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • 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 for 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 Service Management Level V	
Unit Title	Provide Technical Support to Build Capacity
Unit Code	HLT MSM5 09 0611
Unit Descriptor	This unit addresses the knowledge, skill and attitude required to provide technical support to build capacity to promote health among individuals, groups, communities, organizations and coalitions.

Elements	Performance Criteria
1. Assess the existing capacity for change	1.1 The <i>context is</i> examined and responded <i>within which a Program</i> sits. 1.2 <i>Pre-existing capacities</i> are identified to support change. 1.3 Practitioner's sphere of influence and role are assessed in achieving change
2. Clarify intended outcome	2.1 The <i>key action areas of capacity</i> building that are to be addressed are identified. 2.2 Goals and objectives that are specific, measurable, and achievable and based on principles of effective capacity building practice are set.
3. Select and implement appropriate capacity building strategy	3.1 Appropriate capacity building strategies are identified and selected in consultation with <i>relevant stakeholders</i> and <i>target group</i> . 3.2 Capacity building strategies are implemented according to the relevant legislation, organizational policies or procedures and <i>ethical considerations</i> .
4. Evaluate the effectiveness of the selected strategy	4.1 The results of implementation of capacity building strategies are monitored and documented. 4.2 Success of capacity building strategies is evaluated against goals, using existing tools for evaluating capacity building efforts.

Variables	Range
<i>Context within which a capacity building program sits may include:</i>	<ul style="list-style-type: none"> • Physical environment • Économico environment • Poli tical environ ment • Organizational environnement • Socio-cultural environ ment
<i>Pre-existing capacities may include relevant:</i>	<ul style="list-style-type: none"> • Skills • Structures • Partnerships
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	<ul style="list-style-type: none"> • Resources
<i>Dimensions of capacity building include:</i>	<ul style="list-style-type: none"> • Development of infrastructure • Enhancement of program sustainability • Fostering problem solving capabilities
<i>Key action areas of capacity building include:</i>	<ul style="list-style-type: none"> • Organizational development • Workforce development • Resource allocation • Partnerships • Leadership
<i>Principles of effective capacity building practice include:</i>	<ul style="list-style-type: none"> • Respecting and valuing pre-existing capacities • Developing mutual respect • Being responsive to context within which capacity building program sits • Avoiding pre-packaged ideas and strategies
<i>Examples of capacity building strategies include:</i>	<ul style="list-style-type: none"> • Canvassing opportunities for a program • Lobbying for support • Developing skills in others • Supporting policy development • Negotiating with management • Guiding the establishment of partnerships • Contributing to organizational planning • Establishing relevant infrastructure (e.g. community organizations)
<i>Relevant stakeholders may include:</i>	<ul style="list-style-type: none"> • Other health and/or non-government organizations • Community advocates or change agents • Population health professionals/Supervisors • Policy and decision makers in the specific community • Other individuals, groups or communities most likely to be affected by strategies or action plans • Community/Organization leaders • Community elders • Council members
<i>Different levels of target groups include:</i>	<ul style="list-style-type: none"> • Individuals • Groups • Communities • Organizations • Inter-organization/coalitions
<i>Ethical considerations may include:</i>	<ul style="list-style-type: none"> • Respect for individual and cultural differences • Privacy and confidentiality issues relating to information collection, • storage and dissemination

Evidence Guide			
Critical Aspects of Competence	<p>Critical aspects of assessment must include: The person being assessed must provide evidence of essential knowledge as well as essential skills specified in this competency unit</p> <ul style="list-style-type: none"> • Assess existing capacity • Set goals and objectives • Provide technical support • Select and implement appropriate capacity building • Evaluate effectiveness of strategies 		
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Understanding of capacity building theory and framework • Planning monitoring and evaluation • Knowledge of the various capacity building strategies • Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases • Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO) • National, State and local health policies, goals, targets and priorities • Evidence-based practice • Equity issues in population health • Quality assurance • Overview of the stages in population health project planning • Social change and advocacy processes 		
Underpinning Skills	<p>Essential skills required are ability to:</p> <ul style="list-style-type: none"> • Apply effective communication and interpersonal skills including: <ul style="list-style-type: none"> ▪ High level written or verbal ▪ Negotiation and liaison ▪ Consultation ▪ Conflict resolution and mediation • Apply analytical thinking, problem solving and critical appraisal • Undertake work planning and management • Work as part of a multi-disciplinary team and/or autonomously • Facilitate and contribute effectively to meetings, forums and other networks • Engage and work collaboratively and/or in partnership 		
Resource Implications	<p>For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace;</p>		
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	simulations should be used to represent workplace conditions as closely as possible.
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • 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 for Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.

Occupational Standard: Midwifery Service Management Level V	
Unit Title	Manage Resources
Unit Code	HLT MSM5 10 0611
Unit Descriptor	This unit describes the knowledge and skills required to manage resources in accordance with the planned business strategies. It includes analyzing resource requirements, developing resource plans, allocating resources, and reviewing and reporting on resource usage.

Element	Performance Criteria
1. Analyze resource requirements	<p>1.1 Required resource is identified based on the business plans.</p> <p>1.2 Key <i>stakeholders</i> are consulted in determining the nature and level of <i>resources</i> required.</p> <p>1.3 Analysis of resource requirements is used to identify proposed costs and benefits.</p> <p>1.4 Opportunities to share resources across <i>business units</i> within the organization are identified.</p>
2. Develop resource plans to support the achievement of business unit objectives	<p>2.1 Resource plans are developed that detail the acquisition and allocation of resources.</p> <p>2.2 Internal resourcing capabilities and external resourcing requirements are identified.</p> <p>2.3 Procedures for the evaluation of resource allocation are identified in resource plans.</p> <p>2.4 Processes for managing changing government priorities are included in the resource plans.</p> <p>2.5 Approval for resource plans is obtained from senior management.</p>
3. Allocate resources to achieve the stated business objectives	<p>3.1 Resources are allocated in accordance with the relevant <i>organizational policy and practices</i>.</p> <p>3.2 Resource allocation is managed to enable the achievement of business unit objectives</p> <p>3.3 Resources are negotiated and obtained within the required timeframe to enable the achievement of business unit objectives.</p> <p>3.4 Systems are developed and implemented to enable timely, accurate monitoring and review of resource usage.</p> <p>3.5 Efficient use of <i>technology</i> is incorporated into work practices.</p>
4. Review and report on resource usage	<p>4.1 Procedures to review resource allocation against business unit objectives are developed and implemented.</p> <p>4.2 Compliance with program and project budgets is monitored and corrective action is recommended and taken where necessary.</p> <p>4.3 Reports are prepared that clearly indicate the level of performance achieved and any action taken to adjust or rectify procedures in meeting service and product delivery</p>

	standards.
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Variables	Range
Stakeholders may include:	<ul style="list-style-type: none"> • Community • Other sectors • Non-governmental organizations
Resources may include:	<ul style="list-style-type: none"> • human • physical • financial • technological and information resources

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of assessment includes:</p> <ul style="list-style-type: none"> • Resource Planning and management • Effective consultation and negotiation with stakeholders • Applying budgeting and financial management • Reasoning and precision of expression
Underpinning Knowledge	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Resource planning and management • Financial management • Business strategies • Concepts of risk management • Organizational goals, policies and procedures • Human resource management
Underpinning Skills	<p>Essential skills required includes:</p> <ul style="list-style-type: none"> • Using effective consultation and negotiation with stakeholders • Writing reports requiring reasoning and precision of expression • Responding to diversity, including gender and disability • Applying budgeting and financial management
Resource Requirements	<p>For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.</p>
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process

	<ul style="list-style-type: none"> • 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 for Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.

Occupational Standard: Midwifery Services Management Level V	
Unit Title	Apply Research Skills in Midwifery Care
Unit Code	<u>HLT MSM5 11 0611</u>
Unit Descriptor	This unit of competency describes the knowledge and skills required to demonstrate midwifery practice in a contemporary health environment using research skills.

Elements	Performance Criteria
1. Identify a need for <i>research</i> into health issues	<p>1.1 Issues are monitored in midwifery practice to identify potential areas for the research.</p> <p>1.2 Issues related to principles of best practice and quality management in practice is identified as potential areas for research.</p> <p>1.3 Awareness is developed for factors that influence health care and may benefit from research.</p>
2. Identify client-related issues in participating in the research	<p>2.1 Physical and emotional support needs of clients are identified to be involved in the research.</p> <p>2.2 Individual client's values and perceptions are identified in relation to participate in research.</p> <p>2.3 The emotional, physical needs of family and significant others are identified in supporting the client to participate in research.</p>
3. Undertake a critical analysis Of the planned research	<p>3.1 Ethical and cultural considerations are identified when planning midwifery research</p> <p>3.2 Appropriate <i>research methodology</i> is identified to address the research topic, type of data collection, analysis to be undertaken and potential uses of the data.</p> <p>3.3 Implications of the research in relation to validity, efficacy and cost effectiveness are analyzed.</p>
4. Develop a research proposal in consultation/ collaboration with others	<p>4.1 Literature review is conducted and results are analyzed.</p> <p>4.2 An appropriate methodology and data collection process is selected.</p> <p>4.3 Ethics approval for research is obtained as required.</p> <p>4.4 Schedule of events and funding required are developed.</p> <p>4.5 Validation and evaluation strategies are outlined.</p> <p>4.6 Data analysis rationale and methods are described.</p> <p>4.7 Response to possible barriers to the research is developed.</p> <p>4.8 Method of dissemination of research finding is described.</p>
5. Participate in midwifery research	<p>5.1 An appropriate research approach is applied to midwifery Practice within the scope.</p> <p>5.2 Appropriate ethical principles and practices are applied in relation to the consent and confidentiality of research information.</p> <p>5.3 Midwifery research methodologies and resources are used appropriately.</p>

	5.4 The data collection for midwifery research is participatory. 5.5 Contributed to research toward continuous improvement programs
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Variables	Range
<i>Research methodologies may include:</i>	<ul style="list-style-type: none"> • Qualitative • Quantitative • Evidence-based practice
<i>Midwifery research may include:</i>	<ul style="list-style-type: none"> • Midwifery interventions • Client perceptions of the provision of care • Models of midwifery care • Political issues confronting midwifery practice and health care provision
<i>Examples of midwifery research resources may include:</i>	<ul style="list-style-type: none"> • Scope of Midwifery Practice Decision-Making Framework • Evidence based practice • Currency of knowledge • Best practice
<i>Research issues may include:</i>	<ul style="list-style-type: none"> • Euthanasia • Abortion • IVF • Cloning • Stem cell research • Embryonic research • Mandatory detention

Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this standard must be able to provide evidence that they are able to:</p> <ul style="list-style-type: none"> • Identify a need for research into health issues • Identify client-related issues in participating in research • Undertake a critical analysis of planned research • Develop a research proposal in consultation/ collaboration with others • Participate in midwifery research
Underpinning Knowledge and Attitudes	<p><i>Essential knowledge:</i></p> <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"> • Age and gender issues for midwifery practice • Cultural and religious considerations for midwifery practice • Ethical guidelines including confidentiality, duty of care and

	<p>public liability</p> <ul style="list-style-type: none"> • Organization policies and procedures and protocols • Role of evidence based practice • Role of the health care team members • Social and personal wellbeing • Socio-economic, physiological, emotional and physical variables • Statutory requirements for data collection and documentation in relation to research
Underpinning Skills	<p><i>Essential skills:</i></p> <ul style="list-style-type: none"> • Apply Professional Standards of Practice: • ENA code of conduct • ENA code of ethics • State/territory Nurse Regulatory Nurses Act • Scope of midwifery practice decision making framework <p>Use appropriate communication skills(non-verbal, openness, sensitivity, nonjudgmental attitudes):</p> <ul style="list-style-type: none"> • Consultation/collaboration methods • Team negotiation and networking • Analysis and interpretation of evidence • Decision making techniques • written and oral presentations
Resource Implications	<ul style="list-style-type: none"> • Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • 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 for 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 Services Management Level V	
Unit Title	Organize Workplace Information
Unit Code	<u>HLT MSM5 12 0611</u>
Unit Descriptor	This unit covers the knowledge and skills required to gather, organize and apply workplace information in the context of an organization's work processes and information management systems.

Elements	Performance Criteria
1. Collect and assess information	<p>1.1 Information held by the organization service is assessed for its accuracy and relevance to the organizational requirements.</p> <p>1.2 Information is collected by methods that are reliable and efficient in the use of the available time and resources.</p> <p>1.3 Information collected is suitable for analysis, decision making and the development of plans, strategies and options.</p> <p>1.4 Information is collected by participating and using appropriate interpersonal skills to access relevant data from individuals and team members.</p> <p>1.5 Appropriate interpersonal skills are used to access relevant information from individuals and teams.</p>
2. Organize information	<p>2.1 Information is organized in a format suitable for the analysis, interpretation and dissemination in accordance with the organizational requirements.</p> <p>2.2 Business equipment/technology is used to maintain information in accordance with the organizational requirements.</p> <p>2.3 Information and materials are collected and communicated to the relevant designated persons.</p> <p>2.4 Difficulties in organizing and accessing information are identified and solved collaboratively with individuals and team members.</p> <p>2.5 Information is updated and stored in accordance with the organizational requirements</p>
3. Review information needs	<p>3.1 <i>Feedback</i> on the sufficiency of information is actively sought to ensure the relevance of information in accordance with the organizational requirements.</p> <p>3.2 Contribution of information to decision-making is reviewed and appropriate modifications to collection processes are implemented.</p> <p>3.3 Future information needs are identified and incorporated in modifications to the collection processes.</p> <p>3.4 Future information needs are documented and incorporated in modifications to the reporting processes.</p>

Variables	Range
<i>Legislation, codes and national standards relevant to the workplace which may include:</i>	<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 health industry codes of practice
<i>Information held by the organization may include:</i>	<ul style="list-style-type: none"> • Correspondence (faxes, memos, letters, email) • Computer databases (library catalogue, customer records) • Computer files (letters, memos and other documents) • Sales records (monthly forecasts, targets achieved) • Forms (insurance forms, membership forms) • Invoices (from suppliers, to debtors) • Personnel records (personal details, salary rates) • Financial figures • Production targets
<i>Organizational requirements may include:</i>	<ul style="list-style-type: none"> • Quality assurance and/or procedures manuals • Security and confidentiality requirements • Legal and organizational policy/guidelines and requirements • Management and accountability channels • Code of conduct/code of ethics • Procedures for updating records • OHS policies, procedures and programs • Information protocols
<i>Methods used to collect information may include:</i>	<ul style="list-style-type: none"> • Interviews with colleagues/customers • Recruitment applications and other forms • Classification tools • Information from other organizations • Previous file records • Observation and listening • Checking written material including referrals and client files • Questioning (in person or indirect) • Individual research • Checking research provided by others
<i>Interpersonal skills may include:</i>	<ul style="list-style-type: none"> • Using appropriate body language • Summarizing and paraphrasing • Networking • Consultation methods, techniques and protocols • Seeking feedback from group members to confirm

	<ul style="list-style-type: none"> • understanding
<i>Suitable format of information may include:</i>	<ul style="list-style-type: none"> • Using tables and charts • Using a particular software application • Incorporating graphics and pictures • Adding headers and footers • Use of legends • Inserting symbols
<i>Business equipment/technology may include:</i>	<ul style="list-style-type: none"> • Photocopier • Computer • Email • Internet/extranet/intranet • Shredder • Answering machine • Fax machine • Telephone
<i>Designated persons may include:</i>	<ul style="list-style-type: none"> • Supervisor • Clients • Colleagues • External agencies • Committee • Line management • Statutory bodies
<i>Feedback on sufficiency of information could be obtained from:</i>	<ul style="list-style-type: none"> • Customer satisfaction questionnaires • Audit documentation and reports • Quality assurance data • Returned goods • Comments from clients and colleagues

Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this standard must be able to provide evidence that they are able to:</p> <ul style="list-style-type: none"> • Providing accurate information for defined purposes • Maintaining and handling data and documents systematically • Checking and reviewing data for relevance and accuracy • Presenting information and data clearly • Identifying and complying with organizational requirements • Using business technology to manage information
Underpinning Knowledge and Attitudes	<p><i>Underpinning knowledge:</i></p> <ul style="list-style-type: none"> • The relevant legislation from all levels of government that affects business operation, especially in regard to OHS and

	<p>environmental issues, equal opportunity, industrial relations and anti-discrimination</p> <ul style="list-style-type: none"> • Understanding of organization's business and structure • Knowledge of organization's record keeping/filing systems and security procedures and safe recording practices • Knowledge of organizational policies and procedures relating to distribution of workplace information and legal and ethical obligations • Methods for checking that decisions are consistent with available information • Knowledge of safe record keeping procedures • Understanding methods for checking the validity of information and its sources • Knowledge of preparing and planning documentation • Principles of interpersonal communication 		
Underpinning Skills	<p><i>Underpinning skills:</i></p> <ul style="list-style-type: none"> • Proofreading and editing skills to ensure clarity of meaning and conformity to organizational requirements, check for accuracy and consistency of information • Planning skills to organize work priorities and arrangements • Problem solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate • Technology skills including the ability to select and use technology appropriate to a task; display information in a format suitable to the target audience • Writing and speaking skills to communicate advice and information effectively • Analytical skills to classify and report information • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities 		
Resource Implications	<p><i>Resource implications:</i></p> <ul style="list-style-type: none"> • The learner and trainer should have access to appropriate documentation and resources normally used in the workplace 		
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • 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>		
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Context for Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.
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Occupational Standard: Midwifery Service Management Level V	
Unit Title	Facilitate and Capitalize on Change and Innovation
Unit Code	HLT MSM5 13 0611
Unit Descriptor	This unit specifies the outcomes required to plan and manage the introduction and facilitation of change; particular emphasis is on the development of creative and flexible approaches, and on managing the emerging opportunities and challenges.

Elements	Performance Criteria
1. Participate in planning the introduction and facilitation of change	<p>1.1 The organization's planning processes are contributed effectively by manager to introduce and facilitate change.</p> <p>1.2 Plans to introduce changes are made in consultation with the appropriate stakeholders.</p> <p>1.3 Organization's objectives and plans to introduce change are communicated effectively to individuals and teams.</p>
2. Develop creative and flexible approaches, and solutions	<p>2.1 Variety of approaches to manage workplace issues and problems are identified and analyzed.</p> <p>2.2 Risks are identified and assessed, and action is initiated to manage these to achieve a recognized benefit or advantage to the organization.</p> <p>2.3 Workplace is managed in a way which promotes the development of innovative approaches and outcomes.</p> <p>2.4 Productivity, services, and/or reduce costs are improved by creative and responsive approaches to resource management.</p>
3. Manage emerging challenges and opportunities	<p>3.1 Individuals and teams are supported to respond effectively and efficiently to changes in the organization's goals, plans and priorities.</p> <p>3.2 The competencies individuals and teams are developed by Coaching and mentoring to handle change efficiently and effectively.</p> <p>3.3 Opportunities are identified and taken as appropriate, to make adjustments and to respond to the changing needs of customers and the organization.</p> <p>3.4 Information needs of individuals and teams are anticipated and facilitated as part of change implementation and management</p> <p>3.5 Recommendations for improving the methods and techniques to manage change are identified, evaluated and negotiated with the appropriate individuals and groups.</p>

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

Evidence Guide	
Critical Aspects of Competence	<p>Assessment must show evidence that the candidate:</p> <ul style="list-style-type: none"> • Planning the introduction and facilitation of change • Developing creative and flexible approaches and solutions • Managing emerging challenges and opportunities
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • The principles and techniques involved in: <ul style="list-style-type: none"> ▪ Change and innovation management ▪ Development of strategies and procedures to implement and facilitate change and innovation • Use of risk management strategies:

	<ul style="list-style-type: none"> ▪ Identifying hazards ▪ Assessing risks and implementing risk control measures ▪ Problem identification and resolution ▪ leadership and mentoring techniques ▪ Management of quality customer service delivery ▪ Consultation and communication techniques ▪ Record keeping and management methods ▪ The sources of change and how they impact <ul style="list-style-type: none"> • Factors which lead/cause resistance to change • Approaches to managing workplace issues
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> • Communication skills • Planning work • Managing risk
Resources Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped assessment location with necessary tools, equipment and consumable materials
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • 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 for 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 Service Management Level V	
Unit Title	Manage Quality Systems and Procedures
Unit Code	HLT MSM5 14 0611
Unit Descriptor	This unit specifies the outcomes required to manage quality within projects. It covers the determining quality requirements, implementing quality assurance processes, and using review and evaluation to make quality improvements in current and future projects.

Elements	Performance Criteria
1. Determine quality requirements	<p>1.1 <i>Quality objectives</i>, standards and levels are determined, with input from stakeholders and guidance of a higher project authority, to establish the basis for quality outcomes and a quality management plan.</p> <p>1.2 The established quality management methods, techniques and tools are selected and used to determine the preferred mix of quality, capability, cost and time.</p> <p>1.3 Quality criteria are identified, agreed with a higher project authority and communicated to stakeholders to ensure the clarity of understanding, achievement of quality and overall project objectives.</p> <p>1.4 Agreed quality requirements are included in the project plan and implemented as basis for the performance measurement.</p>
2. Implement quality assurance	<p>2.1 Results of project activities and product performance are measured and documented throughout the project life cycle to determine the compliance with agreed quality standards.</p> <p>2.2 Causes of unsatisfactory results are identified, in consultation with the client, and appropriate actions are recommended to a higher project authority to enable continuous improvement in quality outcomes.</p> <p>2.3 Inspections of quality processes and quality control results are conducted to determine the compliance of quality standards to overall quality objectives.</p> <p>2.4 A quality management system is maintained to enable effective recording and communication of quality issues and outcomes to a higher project authority and stakeholders.</p>
3. Implement project quality improvements	<p>3.1 Processes are reviewed and agreed changes are implemented continually throughout the project life cycle to ensure continuous improvement to the quality.</p> <p>3.2 Project outcomes are reviewed against the performance</p>

	<p>criteria to determine the effectiveness of quality management processes and procedures.</p> <p>3.3 Lessons learned and recommended improvements are identified, documented and passed on to a higher project authority for application in future projects.</p>
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Variable	Range
Quality objectives may include:	<ul style="list-style-type: none"> • Requirements from the client and other stakeholders • Requirements from a higher project authority • Negotiated trade-offs between cost, schedule and performance • Those quality aspects which may impact on customer satisfaction
quality management plan may include:	<ul style="list-style-type: none"> • Established processes • Authorizations and responsibilities for quality control • Quality assurance • Continuous improvement
Quality management methods, techniques and tools may include	<ul style="list-style-type: none"> • Brainstorming • Benchmarking • Charting processes • Ranking candidates • Defining control • Undertaking benefit/cost analysis • Processes that limit and/or indicate variation • Control charts • Flowcharts • Histograms • Pareto charts • Scattergram • Run charts
Quality control may include:	<ul style="list-style-type: none"> • Monitoring conformance with specifications • Recommending ways to eliminate causes of unsatisfactory • Performance of products or processes • Monitoring of regular inspections by internal or external agents
Improvements may include:	<ul style="list-style-type: none"> • Formal practices, such as total quality management or continuous improvement • Improvement by less formal processes which enhance both the product quality and processes of the project, for example client surveys to determine client satisfaction with project team performance

Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this unit must be able to:</p> <ul style="list-style-type: none"> • Determine quality requirements • Implement quality assurance • Implement project quality improvement
Underpinning Knowledge and Attitudes	<p>Knowledge required include :</p> <ul style="list-style-type: none"> • The principles of project quality management and their application • Acceptance of responsibilities for project quality management • Use of quality management systems and standards • The place of quality management in the context of the project life cycle • Appropriate project quality management methodologies; and their capabilities, limitations, applicability and contribution to project outcomes • Attributes: <ul style="list-style-type: none"> ▪ Analytical ▪ Attention to detail ▪ Able to maintain an overview ▪ Communicative ▪ Positive leadership
Underpinning Skills	<p>Ability to:</p> <ul style="list-style-type: none"> • Relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities • Project management • Quality management • Planning and organizing • Communication and negotiation • Problem-solving • leadership and personnel management • Monitoring and review skills
Resources Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Access to workplace documentation • Real or simulated workplace
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • Portfolio Assessment (e.g. Certificate from training providers or employers) <p>Assessment methods must confirm the ability to access and</p>

	correctly interpret and apply the essential underpinning knowledge.
Context for Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.

Occupational Standard: Midwifery Service Management Level V	
Unit Title	Establish and Conduct Business Relationships
Unit Code	HLT MSM5 15 0611
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to manage business relationship with customers within the constructions industry context.

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

	3.3 Alternative sources of information/advice are discussed with the customer
4. Foster and maintain business relationships	<p>4.1 Sound business relationships are maintained by Pro-actively seek, review and act upon information</p> <p>4.2 Agreements are honored within the scope of individual responsibility.</p> <p>4.3 Adjustments are made to the agreements in consultation with the customer, and share information with appropriate colleagues.</p> <p>4.4 Nurture relationships through regular contact and use of effective interpersonal and communication styles.</p>

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

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

	<p>accordance with enterprise policies and procedures</p> <ul style="list-style-type: none"> • Ability to build and maintain relationships to achieve successful business outcomes 		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and attitudes on:</p> <ul style="list-style-type: none"> • Operational knowledge of enterprise policies and procedures in regard to: <ul style="list-style-type: none"> ▪ Customer service, dealing with difficult customers ▪ Maintenance of customer databases ▪ Allocated duties/responsibilities ▪ General knowledge of the range of enterprise merchandise and services, location of telephone extensions and departments/sections • Basic operational knowledge of legislation and statutory requirements, including consumer law, trade practices and fair trading legislation • Basic operational knowledge of industry/workplace codes of practice in relation to customer service • Negotiation and communication techniques appropriate to negotiations that may be of significant commercial value 		
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> • Use workplace technology related to use of customer database • Collect, organize and understand information related to collating and analyzing customer information to identify needs • Communicate ideas and information • Plan and organize activities concerning information for database entries • Use mathematical ideas and techniques to plan database cells and size • Establish diagnostic processes which identify and recommend improvements to customer service 		
Resources Implication	<p>The following should be made available:</p> <ul style="list-style-type: none"> • A workplace or simulated workplace • Documentation, such as enterprise policy and procedure manuals relating to customer service 		
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process • 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</p>		
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	knowledge
Context for Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function

Occupational Standard: Midwifery Service Management Level V	
Unit Title	Develop a Disaster Plan
Unit Code	HLT MSM5 16 0611
Unit Descriptor	This unit describes the competencies required to develop in consultation with other agencies and key people, which set out the roles and responsibilities of workers and others in the community, for responding to a disaster.

Elements	Performance Criteria
1. Liaise with relevant government agencies	<p>1.1 Government policies which affect the organization are identified and documented.</p> <p>1.2 Government agencies are consulted with in relation to different roles in the local disaster plan.</p>
2. Identify and liaise with appropriate community organizations	<p>1.1 Community organization is identified, and an information database is developed.</p> <p>1.2 Contact is established through a variety of communication strategies.</p> <p>1.3 Restrictions to effective liaison are identified and processes are developed to promote communication with other agencies.</p>
3. Incorporate legislative requirements for disaster planning and relief into a plan	<p>3.1 Information on legislative requirements and resources is collected from the key people and organizations.</p> <p>3.2 Roles and responsibilities of other organizations are clarified.</p> <p>3.3 Plan is written.</p> <p>3.4 A promotions strategy is established and implemented.</p>
4. Coordinate volunteer support	<p>4.1 Volunteers are sought for disaster plan designated roles, via identified organizations and public processes.</p> <p>4.2 Roles and responsibilities are clarified.</p> <p>4.3 Team leaders are identified by discussing with the organizations.</p> <p>4.4 Meetings are held to discuss disaster plan and personnel requirements.</p>
5. Ensure training for volunteers and staff	<p>5.1 Training requirements for volunteers and staff are established.</p> <p>5.2 Training programs are developed.</p> <p>5.3 Promotion of training is undertaken.</p> <p>5.4 Training schedule is developed and promoted.</p>

	5.5 Training is provided.
	5.6 Training is evaluated and modified as required.
6. Evaluate and modify disaster plan	6.1 Key people are consulted about the effectiveness of the disaster plan.
	6.2 The disaster plan is adapted to meet community needs.
	6.3 The amended disaster plan is distributed to key people.
	6.4 Additional training is provided as required.

Variables	Range
Government agencies may include:	<ul style="list-style-type: none"> • State /Territory Health Department • Police • Social Security • Local Government • Emergency Services
Disasters may include:	<ul style="list-style-type: none"> • Floods • Cyclones • Fires • Earth quakes • Nuclear accidents • Riots, raids
Community organizations may include:	<ul style="list-style-type: none"> • Government and non-government agencies • Health care service providers • Other service providers • Trades people • Community groups who provide care to the community
Legislative requirements:	<ul style="list-style-type: none"> • Clinical practice may be governed by Federal, State or Territory legislation, which defines workers' roles and responsibilities. • Implementation of the competency standards must reflect the legislative framework in which a health worker operates. This may reduce the Range of Variables in practice and assessment. • Lack of resources, remote locations and community needs often require health workers to operate in situations which do not constitute "usual practice". Because of this, health workers may need to possess more competencies than described by "usual practice circumstances". • Lack of resources or the environment in which the health worker works does not negate the requirement for the worker to work within a legislative framework, and be enabled by the employer to do so.

Resources may	<ul style="list-style-type: none"> • Premises • Grounds
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include:	<ul style="list-style-type: none"> • Accommodation • Workplace equipment • Materials • Plant vehicles • Exclusive use • Occupation
Key people will include:	<ul style="list-style-type: none"> • Those within and external to organization • Community leaders and representatives • Agencies /service representatives • Trade and professional services
A disaster plan(s) is/are:	<ul style="list-style-type: none"> • Guidelines and/or plans for responding to various types of disaster, detailing the roles and responsibilities of workers, resource needs and sources and situation management strategies.

Evidence Guide				
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency requires to:</p> <ul style="list-style-type: none"> • Liaise with relevant government agencies • Identify and liaise with appropriate community organizations • Incorporate legislative requirements for disaster planning and relief into a plan • Coordinate volunteer support • Ensure training for volunteers and staff • Evaluate and modify disaster plan 			
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Relevant policies, protocols and procedures of the organization • Relevant Federal, State and Local government policies, guidelines and legislation relating to disaster management • Relevant equipment and technology • Local resources, suppliers and trades people • Existing disaster plans (developed by other organizations who service the Community) • Project development • Local disaster planning processes and networks • Community networks • Community views on disaster management 			
Underpinning Skills	<p>Essential skills includes:</p> <ul style="list-style-type: none"> • Communication and liaison • Networking • Human Resource Management • Negotiation • Small group facilitation • Planning • Training 			
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Resource Implications	For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context for Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.

Occupational Standard: Midwifery Service Management Level V	
Unit Title	Develop and Refine Systems for Continuous Improvement in Operations
Unit Code	HLT MSM5 17 1012
Unit Descriptor	This unit of competency covers the skills, knowledge and processes required to ensure that continuous improvement systems do not stultify and continue to improve along with other operational systems in an organization. This unit is about improving the process yield/unit of effort or cost, reducing process variation and increasing process reliability, upgrading, enhancing or refining process outputs, and includes developing a culture of reviewing and sustaining change ensuring improvements are maintained and built on.

Elements	Performance Criteria
1. Establish parameters of current internal improvement systems	1.1 Describe organization systems that impact on continuous improvement 1.2 Identify current relevant metrics and their values 1.3 Check that metrics are collected for all improvements 1.4 Determine yield of current improvement processes 1.5 Review results of improvements
2. Distinguish breakthrough improvement processes	2.1 Identify all improvements which have occurred over an agreed period of time 2.2 Distinguish between breakthrough improvements and continuous improvements 2.3 Determine the timing of breakthrough improvement processes 2.4 Analyze factors controlling the timing and selection of breakthrough improvements 2.5 Analyze continuous improvements to identify cases where breakthrough improvements were required 2.6 Validate findings with process/system owners and obtain required approvals 2.7 Improve timing/selection of breakthrough improvements 2.8 Improve other factors limiting the gains from breakthrough improvements
3. Develop continuous improvement practice	3.1 Check that levels of delegated authority and responsibility are appropriate for continuous improvement from the shop floor 3.2 Ensure all personnel have appropriate capabilities for

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

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

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

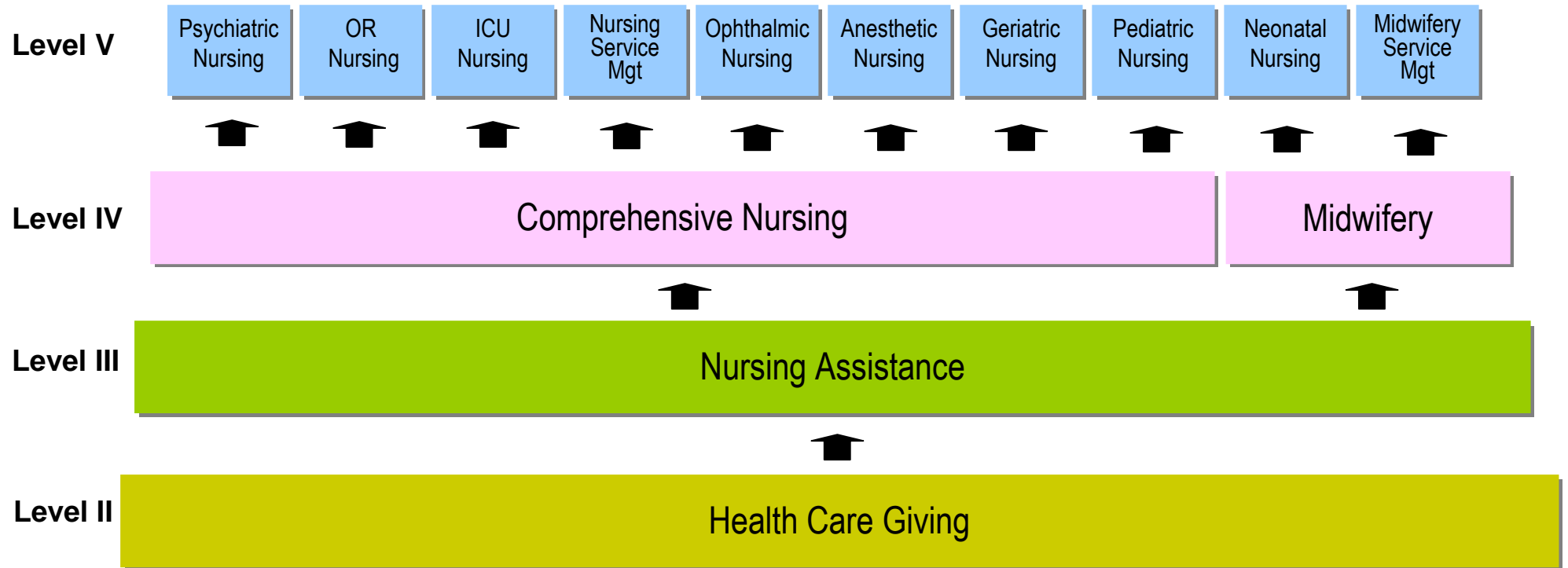
improvements	improvement system include: <ul style="list-style-type: none"> • office • purchasing • rewards (individual or team at all levels) • sales • marketing • maintenance • process/product • transport and logistics
Organizational knowledge	Organizational knowledge should: <ul style="list-style-type: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

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

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

	<ul style="list-style-type: none"> – quality statistics – delivery timing and quantity statistics – process/equipment reliability ('uptime') – incident and non-conformance reports – implementing continuous improvement to support systems and areas, including maintenance, office, training and human resources
Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies
Methods of Assessment	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of principles and techniques associated with change management <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge</p>
Context of Assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p>

Sector: Health
Sub-Sector: Nursing Care



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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.

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

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