

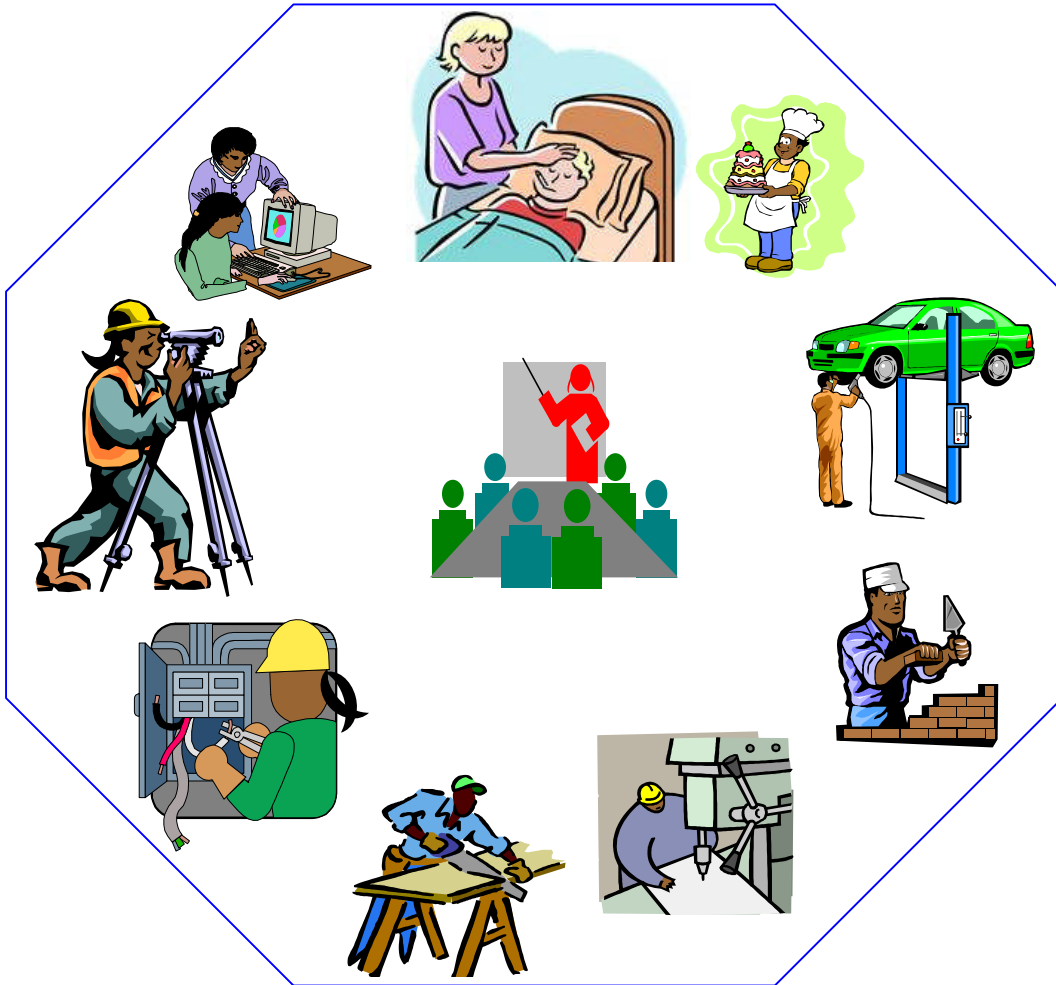
Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD



NEONATAL NURSING



NTQF Level V



*Ministry of Education  
June 2011*

## Introduction

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

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

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

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

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

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

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

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

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## UNIT OF COMPETENCE CHART

Occupational Standard: Neonatal Nursing		
Occupational Code: HLT NEO5 0611		
<b>NTQF Level V</b>		
<a href="#">HLT NEO5 01 0611</a> Plan, Monitor and Manage Neonatal Nursing	<a href="#">HLT NEO5 02 0611</a> Provide Nursing Care and Support for Neonate	<a href="#">HLT NEO5 03 0611</a> Provide Neonatal Resuscitation
<a href="#">HLT NEO5 04 0611</a> Assessing, Diagnose and Prescribing to the Scope	<a href="#">HLT NEO5 05 0611</a> Secure IV Lines and Draw Blood Samples for Analysis	<a href="#">HLT NEO5 06 0611</a> Operate all Equipment in Neonatal ICU
<a href="#">HLT NEO5 07 0611</a> Identify and Meet the Emotional Needs of the Family and Significant Others Coping	<a href="#">HLT NEO5 08 0611</a> Implement Specialist Access and Egress Procedures	<a href="#">HLT NEO5 09 0611</a> Develop Disaster Plan
<a href="#">HLT NEO5 10 0611</a> Identify and Perform the Fundamental Ethical Standards and Values	<a href="#">HLT NEO5 11 0611</a> Manage Quality	<a href="#">HLT NEO5 12 0611</a> Contribute to Policy Development
<a href="#">HLT NEO5 13 0611</a> Facilitate and Capitalize on Change and Innovation	<a href="#">HLT NEO5 14 0611</a> Develop and Implement Strategies to Enhance Client Safety	<a href="#">HLT NEO5 15 0611</a> Maintain Effective Health Work Environment
<a href="#">HLT NEO5 16 0611</a> Establish and Conduct Business Relationships	<a href="#">HLT NEO5 17 1012</a> Develop and Refine Systems for Continuous Improvement in Operations	

Occupational Standard: Neonatal Nursing Level V	
Unit Title	Plan, Monitor and Manage Neonatal Nursing
Unit Code	<a href="#">HLT NEO5 01 0611</a>
Unit Descriptor	This unit describes the skills and knowledge required to plan, manage and monitor neonatal health care system.

Elements	Performance Criteria
1. Develop plan for neonatal health program	<p>1.1 A neonatal health program is planned as part of the organizational health care system.</p> <p>1.2 <b>Strategic plans</b> are accessed and priorities/issues are identified for the program.</p> <p>1.3 Neonatal Nursing <b>priorities</b> are identified in consultation with the family or significant others.</p> <p>1.4 Work plan are Prepared to address organizational and <b>Client</b> priorities.</p> <p>1.5 Budget implications are identified and solicited by funding to implement the <b>plan</b></p>
2. Manage the plan	<p>2.1 Neonatal health care system is managed as per the guide line of the health industry.</p> <p>2.2 <b>IMNCI</b> chart is used appropriately.</p> <p>2.3 Clients received neonatal care as per the standard.</p> <p>2.4 Adequate follow-up is implemented during the management.</p> <p>2.5 Resources are utilized efficiently.</p> <p>2.6 Relevant existing resources are identified for the implementation of the program.</p> <p>2.7 Holistic and culturally sensitive health issues are ensured accordingly.</p>
3. Monitor the program	<p>3.1 Ongoing neonatal health care systems are monitored and evaluated periodically as per the institutional guide line.</p> <p>3.2 Neonatal 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>

<b>Variables</b>	<b>Range</b>
Resources may include	<ul style="list-style-type: none"> <li>• Health facility</li> <li>• Required human resources <ul style="list-style-type: none"> <li>▪ Neonatology</li> <li>▪ Nurses,</li> <li>▪ GP,</li> <li>▪ Neonatologists and others</li> </ul> </li> <li>• Medical equipments <ul style="list-style-type: none"> <li>▪ Incubator,</li> <li>▪ Pulsi oxymeter,</li> <li>▪ Cardiac monitor,</li> <li>▪ Oxygen source ,</li> <li>▪ Heater,</li> <li>▪ Oxygen mask,</li> <li>▪ Ambu bag,</li> <li>▪ Suction tube ,</li> <li>▪ NG tube, etc.</li> </ul> </li> <li>• Financial resource</li> </ul>
Stake holder	<ul style="list-style-type: none"> <li>• Family ,significant other ,MOH, and other agencies working on neonatal health</li> </ul>
Strategic plans may include:	<ul style="list-style-type: none"> <li>• Health strategic or development plans</li> <li>• Government strategic plans</li> <li>• Organizational strategy plans</li> </ul>
Holistically	<ul style="list-style-type: none"> <li>• Health service which includes social cultural, spiritual, physical and others.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Human, financial and physical</li> </ul>
Client	<ul style="list-style-type: none"> <li>• Neonate</li> <li>• Family</li> </ul>
Plans may include:	<ul style="list-style-type: none"> <li>• Team/ individual plans</li> <li>• Operational plans</li> <li>• Sector plans</li> <li>• Annual plans</li> <li>• Other planning documents</li> </ul>
IMNCI	<ul style="list-style-type: none"> <li>• Integrated management of neonatal and childhood illness</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit</p> <ul style="list-style-type: none"> <li>• Develop plan for neonatal health program</li> <li>• Manage the plan</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Monitor the program</li> </ul>
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> <li>• Principles of planning and monitoring neonatal health care system, including risk assessment</li> <li>• Leadership in neonatology nursing</li> <li>• Relevant organizational policy and guideline development components and principles.</li> <li>• Techniques in developing plan of action.</li> <li>• Theories, principles and concepts of neonatal nursing</li> <li>• Client networking, financing, cost estimation and planning process</li> <li>• Local client Health Plans</li> </ul>
Underpinning Skills	<p>Essential skills includes:</p> <ul style="list-style-type: none"> <li>• Communication skill</li> <li>• Basic neonatal nursing skills</li> <li>• Research skill</li> <li>• Neonatal equipments operation skill (incubator, cardiac monitor, etc)</li> <li>• Problem solving skills</li> </ul>
Resource Implications	<p>Access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Practical assessment by direct observation of tasks through simulation/Role-plays</li> <li>• Written exam/test on underpinning knowledge</li> <li>• Questioning or interview on underpinning knowledge</li> <li>• Project-related conditions (real or simulated) and require evidence of process</li> <li>• Portfolio Assessment (e.g. Certificate from training providers or employers)</li> </ul> <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

<b>Occupational Standard: Neonatal Nursing Level V</b>	
<b>Unit Title</b>	<b>Provide Nursing Care and Support for Neonate</b>
<b>Unit Code</b>	<a href="#"><u>HLT NEO5 02 0611</u></a>
<b>Unit Descriptor</b>	This unit of competency describes the skills and knowledge required to provide more effective and efficient nursing care for neonates.

<b>Element</b>	<b>Performance Criteria</b>
1. Identify/assess neonatal health problem	<p>1.1 Nursing care plan is made according to the path physiology of the underlying neonatal condition.</p> <p>1.2 Advanced nursing needs are addressed to support neonates.</p> <p>1.3 Accurate client information is initiated in accordance with the client's need and health unit policy.</p> <p>1.4 The client's nursing care needs are evaluated and interpreted to the health care team.</p> <p>1.5 Significant alterations are identified in the client's health status.</p> <p>1.6 Possible factor(s) is ascertained to the impact on client's health status.</p> <p>1.7 The knowledge of client's family is clarified regarding client condition, self management and individual treatment regime.</p> <p>1.8 The psychosocial needs of the family are addressed in support for neonate.</p>
2. Provide advanced neonatal nursing care and support	<p>2.1 Factors relevant to client's situation are identified to give consideration to the physical, psychological, social and economic impacts.</p> <p>2.2 A range of diagnostic tests is used to client's health care requirements.</p> <p>2.3 Nursing interventions are modified using critical thinking and problem solving approaches to reflect changes in the client's condition.</p> <p>2.4 The rights and responsibilities of the critical care client are recognized to client's needs.</p> <p>2.5 Nursing interventions are monitored to review those that fail to address client's needs and revised in consultation/collaboration with the health care team.</p> <p>2.6 A neonate nurse for the client and their family act as advocator.</p>

3. Complete documentation	3.1 Records, reports and other documentation concerning inspections, identified safety precautions and action taken are completed in accordance with workplace and OHS regulatory requirements
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Variables	Range
Advanced nursing care includes	<ul style="list-style-type: none"> <li>• Diagnostic procedures <ul style="list-style-type: none"> <li>▪ Lumbar Puncture</li> <li>▪ Blood exchange</li> <li>▪ Photo therapy</li> <li>▪ NG tube insertion</li> <li>▪ Oxygen administration</li> <li>▪ IV securing</li> <li>▪ Blood collection</li> </ul> </li> </ul>
Support may include	<ul style="list-style-type: none"> <li>• Psychological</li> <li>• Social</li> <li>• Economical</li> </ul>
Diagnostic tests	<ul style="list-style-type: none"> <li>• Cerebro Spinal fluid(CSF) analysis</li> <li>• Liver function test</li> <li>• ABO incompatibility</li> <li>• Rh factor</li> </ul>
Significant alterations	<ul style="list-style-type: none"> <li>• Fluid and electrolyte disturbance</li> <li>• Altered gas exchange</li> <li>• Altered tissue perfusion</li> </ul>
Psychosocial needs of the family	<ul style="list-style-type: none"> <li>• Re-assuring</li> <li>• Providing appropriate information</li> <li>• Involving in care as needed</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of assessment must include the ability to:</p> <ul style="list-style-type: none"> <li>• Identify/assess neonatal health problem</li> <li>• Provide advanced neonatal nursing care and support</li> <li>• Complete documentation</li> </ul>
Underpinning Knowledge and Attitudes	<p>Essential knowledge must include:</p> <ul style="list-style-type: none"> <li>• Anatomy and physiology (developmental)</li> <li>• Complex nursing interventions</li> <li>• Concepts of homeostasis</li> </ul>



	<ul style="list-style-type: none"> <li>• Critical thinking and problem solving process</li> <li>• Documentation principles</li> <li>• Emergency care and advanced first aid procedures</li> <li>• Ethical guidelines including confidentiality, duty of care and public liability</li> <li>• Health teaching principles and strategies</li> <li>• Occupational health and safety legislation</li> <li>• Organization policy and procedures, guidelines and protocols</li> <li>• Pathophysiology of common neonatal disorders</li> <li>• Principles and procedures of neonatal nursing</li> <li>• Relevant Sociology and psychiatric principles</li> </ul>		
Underpinning Skills	<p>Essential skills must include the ability to:</p> <ul style="list-style-type: none"> <li>• Apply problem solving skills, including use of tools and techniques to solve problems,</li> <li>• Critical thinking skill</li> <li>• Apply professional standards of practice:</li> <li>• ENMC code of conduct and code of ethics</li> <li>• Participate as a member of a health care team</li> <li>• Perform acute clinical nursing interventions/procedures specific to client care are: <ul style="list-style-type: none"> <li>▪ Client history/assessment</li> <li>▪ Discharge planning</li> <li>▪ Emergency interventions</li> <li>▪ Health education</li> <li>▪ Observations</li> </ul> </li> <li>• Use oral communication skills (language competence) required to fulfill job roles as specified by the health environment. Advanced oral communication skills include interviewing techniques, asking questions, active listening, asking for clarification from client or other persons, negotiating solutions, acknowledging and responding to a range of views</li> <li>• Use written communication skills (literacy competence) required to fulfill job roles as specified by health environment. The level of skill may range from reading and understanding client reports and documentation to completion of written reports</li> <li>• Use interpersonal skills including working with others, empathizing with clients, family and colleagues, using sensitivity when dealing with people and relating to persons from differing cultural, spiritual, social and religious backgrounds</li> </ul>		
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Resource Requirements	<p>Resource implications includes:</p> <ul style="list-style-type: none"> <li>• Access to appropriate workplace where assessment can take place</li> <li>• Simulation of realistic workplace setting for assessment</li> <li>• Relevant organizational policy, guidelines, procedures and protocols</li> </ul>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Practical assessment by direct observation of tasks through simulation/Role-plays</li> <li>• Written exam/test on underpinning knowledge</li> <li>• Questioning or interview on underpinning knowledge</li> <li>• Project-related conditions (real or simulated) and require evidence of process</li> <li>• Portfolio Assessment (e.g. Certificate from training providers or employers)</li> </ul> <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Neonatal Nursing Level V	
Unit Title	Provide Neonatal Resuscitation
Unit Code	<a href="#">HLT NEO5 03 0611</a>
Unit Descriptor	This unit of competency describes the skills and knowledge required to recognize and respond to the life threatening emergencies using basic life support measures by providing neonatal resuscitation.
Elements	Performance Criteria
1. Assess the situation	1.1 The cause and magnitude of the situation is identified. 1.2 Possible risks are identified. 1.3 Appropriate techniques and measurements are setted based on the situation necessary Equipments and materials identified 1.4
2. Apply resuscitation procedures	2.1 Information is provided to reassure patient adopting a communication style matched the clients' level of consciousness 2.2 To make the patient comfortable available <i>resources utilized</i> 2.3 Culturally sensitive issues are responded in a respectful manner 2.4 According to determined client condition resuscitation provided 2.5 Client comfort maintained 2.6 In a timely manner from others, appropriate assistance obtained 2.7 Resuscitation equipments are operated correctly. 2.8 Safe manual handling techniques are used 2.9 <i>Client condition monitored</i> 2.10 Resuscitation management conducted.
3. Communicate details of the Situation	3.1 For appropriate medical assistance communications took place. 3.2 Client's assessment and management activities are conveyed 3.3 Comprehensive reports, timely prepared. 3.4 Progress of patient's condition recorded 3.5 Confidentiality of records maintained.
4. Evaluate own performance	4.1 <i>Appropriate</i> feedback are collected 4.2 Possible psychological impacts recognized 4.3 Carried out intervention evaluated

<b>Variables</b>	<b>Range</b>
Situations may include	<ul style="list-style-type: none"> <li>• Condition and relevant resuscitation procedures to provide comfort</li> <li>• Prior to resuscitation, consent taken from client family</li> <li>• Resuscitation provided accordingly.</li> <li>• Responded to the patient in a culturally respectful manner</li> <li>• According to patient condition required ongoing resuscitation carried out</li> <li>• Client and family reassured</li> <li>• Progress of patient condition documented</li> </ul>
Work in conjunction with medical and neonatology services support	<ul style="list-style-type: none"> <li>• Communication links with other departments established</li> <li>• Appropriate medical assistance requested</li> <li>• Medication administered</li> </ul>
Evaluate the situation	<ul style="list-style-type: none"> <li>• Management of the incident evaluated</li> <li>• Case and case management review carried out.</li> <li>• Contingency planning formulated</li> </ul>
Assessment includes	<ul style="list-style-type: none"> <li>• Bleeding</li> <li>• Consciousness</li> <li>• Breathing status</li> <li>• Airway</li> <li>• Allergic reaction</li> <li>• Body temperature</li> </ul>

<b>Evidence Guide</b>	
Critical aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit:</p> <ul style="list-style-type: none"> <li>• Assess the situation</li> <li>• Apply resuscitation procedures</li> <li>• Communicate details of the Situation</li> <li>• Evaluate own performance</li> </ul>
Underpinning Knowledge and	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> <li>• Anatomy and physiology</li> </ul>

Attitudes	<ul style="list-style-type: none"> <li>• Neonatological emergency nursing</li> <li>• Awareness of stress management techniques and available support</li> <li>• organizational guide line and policy toward different health problems e.g. cardio vascular , epilepsy, diabetes, asthma e.t.c</li> <li>• Substance abuse – common drugs and alcohol, including illicit drugs</li> </ul> <p>Social/legal issues:</p> <ul style="list-style-type: none"> <li>• need to be culturally aware, sensitive and respectful</li> <li>• confidentiality,</li> </ul>
Underpinning Skills	<p>Essential skills includes:</p> <ul style="list-style-type: none"> <li>• Apply first aid principles</li> <li>• Communication skill</li> <li>• casualty assessment skill</li> <li>• use of an emergency medical equipment</li> <li>• Demonstrate standard CPR procedures.</li> <li>• Demonstrate: transfer of client for further care welfare</li> </ul> <ul style="list-style-type: none"> <li>• Safety precautions</li> <li>• Monitoring and Evaluation.</li> <li>• Decisions making</li> <li>• Report writing</li> <li>• Client self-medication training skills</li> <li>• Understanding guidelines and protocols</li> <li>• CPR demonstration skills</li> <li>• Operate resuscitation equipment</li> </ul>
Resource Implications	Equipped demonstration unit
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Practical assessment by direct observation of tasks through simulation/Role-plays</li> <li>• Written exam/test on underpinning knowledge</li> <li>• questioning or interview on underpinning knowledge</li> <li>• project-related conditions (real or simulated) and require evidence of process</li> <li>• Portfolio Assessment (e.g. Certificate from training providers or employers)</li> </ul> <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning</p>

		knowledge
Context Assessment	of	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: neonatology Nursing Level V	
Unit Title	Assess, Diagnose and Prescribe to the Scope
Unit Code	<a href="#">HLT NEO5 04 0611</a>
Unit Descriptor	This unit addresses the neonatology nurse to assess diagnose and prescribe to the scope.

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

Variables	Range
Common neonatal problems may include	<ul style="list-style-type: none"> <li>• Birth asphyxia</li> <li>• Preterm/premature baby</li> <li>• Neonatal pneumonia</li> <li>• Neonatal sepsis</li> <li>• Neonatal jaundice</li> <li>• Congenital anomalies</li> </ul>

	<ul style="list-style-type: none"> <li>• Hypothermia/hyperthermia</li> <li>• Seizure disorder</li> <li>• Neonatal tetanus</li> <li>• Neonatal hemorrhage</li> <li>• Meningitis</li> <li>• Ophthalmic conditions (ophthalmia neonatorum, conjunctivitis)</li> <li>• Others</li> </ul>
Cases to be referred may include	<ul style="list-style-type: none"> <li>• Case in critical condition</li> <li>• Cases which require further assessments and management</li> <li>• Cases beyond the scope of the health care provider within the facility</li> </ul>
equipments and materials	<ul style="list-style-type: none"> <li>• Stethoscope</li> <li>• Spatula</li> <li>• Coaches</li> <li>• Torch</li> <li>• Thermometer</li> <li>• Scale</li> <li>• Meter</li> <li>• NG tube</li> <li>• Nasal catheter</li> <li>• Butterfly needle</li> <li>• Suction tube</li> <li>• Medication cup</li> <li>• Specimen collection equipment as required</li> <li>• Others</li> </ul>
Social and environmental factors are	<ul style="list-style-type: none"> <li>• Culture</li> <li>• Socio-economic status</li> <li>• Etc</li> </ul>
Medications	<ul style="list-style-type: none"> <li>• Tetracycline eye ointment 1%</li> <li>• Antibiotics</li> <li>• Diuretics</li> <li>• IV fluids</li> <li>• Antipyretics</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	Critical aspects of assessment must include the ability to: <ul style="list-style-type: none"> <li>• Assess the patient</li> <li>• Diagnose the patient</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Prescribe medication to the scope</li> </ul>		
<p>Underpinning Knowledge and Attitudes</p>	<p>Essential knowledge must include</p> <ul style="list-style-type: none"> <li>• Body organization and function of neonates</li> <li>• History taking and physical examination of neonates</li> <li>• Common health problems of neonates</li> <li>• Pharmacology relevant to neonatology</li> <li>• Nursing diagnosis relevant to neonatology</li> <li>• Relevant medical/medication terminology and approved medication abbreviations used in neonatology</li> <li>• Organization policies and procedures, guidelines and protocols, including workplace health and safety policies to ensure safe practice eg management of sharps</li> <li>• Ethical guidelines including confidentiality, duty of care and public safety</li> <li>• Application of guidelines to individual needs of clients(ie. therapeutic interventions, hygiene, dignity, esteem, physical, cultural and cognitive restrictions) <ul style="list-style-type: none"> <li>○ Relevant path physiology</li> <li>○ Factors influencing medication actions</li> <li>○ Major medication groups</li> <li>○ Documentation associated with medication administration</li> <li>○ Systems of medication delivery and medication administration devices (eg. pumps and syringe drivers) within the scope of own role</li> </ul> </li> <li>• State/territory legislative requirements relating to medication administration</li> <li>• Legal requirements for practice parameters of enrolled nurse relating to the administration of medications, including legal requirements of each route of administration</li> <li>• Methods of storage, handling and usage of medications</li> <li>• Role of the health care team in the administration of medications</li> <li>• An awareness of the role of complementary therapies</li> <li>• Substance incompatibilities, including: <ul style="list-style-type: none"> <li>○ anaphylactic reactions</li> <li>○ adverse reactions</li> <li>○ contraindications</li> <li>○ precautions</li> <li>○ side effects</li> </ul> </li> <li>• An understanding of the pharmacology of medications including: <ul style="list-style-type: none"> <li>○ pharmacodynamics</li> <li>○ pharmacokinetics</li> <li>○ pharmacotherapeutics</li> </ul> </li> </ul>		
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		<ul style="list-style-type: none"> <li>○ toxicology</li> <li>● People's perception of pain and principles and strategies to alleviate pain</li> </ul>
Underpinning Skills		<p>Essential skills must include the ability to:</p> <ul style="list-style-type: none"> <li>● Interpersonal skills required include: <ul style="list-style-type: none"> <li>● working with others,</li> <li>● empathy with patient and relatives,</li> <li>● using sensitivity when dealing with people,</li> <li>● an ability to relate to persons from differing cultural, social and religious backgrounds</li> </ul> </li> <li>● 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</li> </ul>
Resource Requirements		<p>Resource implications includes:</p> <ul style="list-style-type: none"> <li>● Access to appropriate workplace where assessment can take place</li> <li>● Simulation of realistic workplace setting for assessment</li> <li>● Relevant organizational policy, guidelines, procedures and protocols</li> </ul>
Methods of Assessment		<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>● Practical assessment by direct observation of tasks through simulation/Role-plays</li> <li>● Written exam/test on underpinning knowledge</li> <li>● questioning or interview on underpinning knowledge</li> <li>● project-related conditions (real or simulated) and require evidence of process</li> <li>● Portfolio Assessment (e.g. Certificate from training providers or employers)</li> </ul> <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>
Context of Assessment		<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Neonatal Nursing Level V	
Unit Title	Secure IV Lines and Draw Bloods Samples for Analysis
Unit Code	<a href="#">HLT NEO5 05 0611</a>
Unit Descriptor	This unit describes the knowledge, skill and attitude to secure IV lines and to draw blood samples for analysis in the neonatology unit

Element	Performance Criteria
1. Plan for securing IV line and drawing blood from neonate	1.1 Appropriate materials are identified to secure IV line and draw blood for analysis 1.2 The type and amount of test is determined 1.3 The procedure is explained and get informed consent 1.4 Patient is prepared for the procedures to be accomplished
2. Secure IV line and draw blood samples from neonate	2.1 <b>IV Securing and blood drawing procedures</b> and rights and obligations are explained to nominated witness. 2.2 <b>Techniques</b> are employed to ensure <b>safety of self and others</b> during securing and drawing of blood. 2.3 IV securing and blood drawing procedures and protocols are followed. 2.4 <b>Chain of custody of sampling equipment, documentation and sample</b> is maintained. 2.5 Swab documentation, packaging, security and shipping protocols are followed. 2.6 Disposal of sharps is managed to ensure safety of self and others.
3. Document and provide information	3.1 All procedures are documented, completed and stored in accordance with neonatal protocols and procedures. 3.2 Incidents occurred during securing of IV lines and drawing blood procedures are recorded and reported to authorized health personnel 3.3 Possible unwanted effects of the process are explained.

Variables	Range
Chain of custody of sampling	<ul style="list-style-type: none"> <li>• conditions under which the sample is gathered, including:               <ul style="list-style-type: none"> <li>○ identification of neonate to be tested</li> </ul> </li> </ul>
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equipment, documentation and sample	<ul style="list-style-type: none"> <li>○ duration of sample custody</li> <li>○ security conditions and manner in which sample is transferred to subsequent custodians</li> <li>• documents or paper trails showing collection, custody, control, transfer and analysis of physical (evidence) sample</li> <li>• each transaction completely documented chronologically</li> <li>• Jurisprudence concept of applying to handle sample and securing IV line</li> </ul>
IV Securing and blood drawing procedures	<ul style="list-style-type: none"> <li>• checking identification of neonate to be the procedure performed</li> <li>• escorting neonate to swab area</li> <li>• requesting personnel providing sample to sign required paperwork</li> <li>• storing swab samples in secured area prior to dispatch to laboratory for analysis</li> <li>•</li> </ul>
Appropriate materials	<ul style="list-style-type: none"> <li>• Cannula/butter fly</li> <li>• Swab kit</li> <li>• Tourniquet</li> <li>• Adhesive tape</li> <li>•</li> <li>• blood collection bottles</li> <li>• collection bottle seals and labels</li> <li>• disposable gloves</li> <li>• laboratory cards/investigation request</li> <li>• license cards or registration cards for personnel</li> <li>• needles</li> <li>• sharps container</li> <li>• Water</li> <li>•</li> </ul>
Technique	<ul style="list-style-type: none"> <li>• Wash hand before and after any procedure</li> <li>• Assemble the necessary materials</li> <li>• Obtain informed consent</li> <li>• collecting and managing records pertaining to individual sample collection processes</li> <li>• communicating with other sample collection officers and swab steward</li> <li>• checking number and verifying contents of swab kits</li> <li>• ensuring infection prevention and patient safety are applied</li> <li>• ensuring appropriate systems and personnel are in place to monitor key operating areas</li> <li>• preparing paperwork and computer used in sample</li> </ul>

	<p>collection.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
safety of self and others	<ul style="list-style-type: none"> <li>• adhering to responsibilities under OHS legislation and workplace practices</li> <li>• adhering to rules of neonate unit</li> <li>• applying safe operating systems for IV securing and blood drawing procedures</li> <li>• following accident and injury procedures</li> <li>• identifying and reporting unsafe work practices</li> <li>• using disposable gloves</li> <li>• using sharps container</li> <li>• wearing approved personal protective equipment.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> <li>• Plan for securing IV line and drawing blood from neonate</li> <li>• Secure IV line and draw blood samples from neonate</li> <li>• Document and provide information</li> <li>•</li> </ul>
Underpinning Knowledge and Attitudes	<p>Essential knowledge must include:</p> <ul style="list-style-type: none"> <li>• Human anatomy and physiology</li> <li>• Concepts of homeostasis</li> <li>• Critical thinking and problem solving process</li> <li>• Ethical guidelines including confidentiality, duty of care and public liability</li> <li>• Health teaching principles and strategies</li> <li>• Occupational health and safety legislation</li> <li>• Organization policy and procedures, guidelines and protocols</li> <li>• Principles and procedures of neonatal nursing</li> <li>•</li> </ul>
Underpinning Skills	<p>Essential skills must include the ability to:</p> <ul style="list-style-type: none"> <li>• Complex communication</li> <li>• Strategic planning and outcomes measurement</li> <li>• Consultation</li> <li>• Leadership/management</li> <li>• Locating the appropriate site</li> <li>• Demonstrates vein puncturing</li> <li>• Demonstrates IV securing and blood drawing procedure accurately</li> </ul>

	<ul style="list-style-type: none"> <li>Contingency management skill</li> </ul>
Resource Requirements	<p>Resource implications includes:</p> <ul style="list-style-type: none"> <li>Access to appropriate workplace where assessment can take place</li> <li>Simulation of realistic workplace setting for assessment</li> <li>Relevant organizational policy, guidelines, procedures and protocols</li> </ul>
Method of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>Interview / Written Test</li> <li>Demonstration / Observation with Oral Questioning</li> </ul>
Context of Assessment	<p>This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.</p>

Occupational Standard: Neonatal Nursing Level V	
Unit Title	Operate Equipment all in Neonatal ICU
Unit Code	<a href="#">HLT NEO5 06 0611</a>
Unit Descriptor	This unit

Element	Performance Criteria
1. Identify neonatal equipments/machines	<p>1.1 <b>Neonatal equipment/machines</b> are identified based on their types, part and purpose</p> <p>1.2 Functional and Non-functional equipment/machines are identified</p> <p>1.1 Machines are identified based on the need for a particular case</p>
2. Operate and manage neonatal equipment/machines	<p>2.1 Precautions are applied while handling the machines.</p> <p>2.2 <b>Health care providers</b> who need the machine. are assisted</p> <p>2.3 Appropriate manuals and guidelines were referred for the procedures</p> <p>2.4 Ongoing safety measures were applied to minimize risk on the client, care provider and the machine itself</p> <p>2.1 Results were recorded and reported as per the organizational policy and procedures</p>
3. Clean the equipment/machine	<p>3.1 Appropriate <b>cleaning materials</b> were selected</p> <p>3.2 Cleaning procedures are as per the guideline in the machines and institutional cleaning procedures</p> <p>3.1 Equipments are placed properly</p>

Variables	Range
Neonatal equipments/machines may include	<ul style="list-style-type: none"> <li>• Incubator</li> <li>• Cardio respiratory monitor</li> <li>• Suction machine</li> <li>• Photo therapy machine</li> <li>• Oxygen concentrator</li> <li>• Radiant</li> <li>• Warmer</li> <li>• Weight scale</li> </ul>

	<ul style="list-style-type: none"> <li>• Pulse oxy meter</li> <li>• Heater</li> <li>• Ambubag</li> <li>• Syringe pumper</li> <li>• Hemo kit</li> <li>• Neonatal bed</li> <li>•</li> </ul>
Cleaning materials	<ul style="list-style-type: none"> <li>• Pure Alcohol</li> <li>• Dry Cotton</li> <li>• Water</li> <li>• Soap</li> <li>• Air applying machines</li> <li>• Lubricant Oil</li> <li>• Gluter aldehyde (cidex)</li> </ul>
Health care providers	<ul style="list-style-type: none"> <li>• Neonatologists</li> <li>• Neonatal Nurse</li> <li>• Nurses</li> <li>• Others e.g biomedical engineers</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> <li>• Identify neonatal equipments/ machines</li> <li>• Operate and manage equipments/machines</li> <li>• Clean the equipments/machine</li> </ul>		
Underpinning Knowledge and Attitudes	<p>Essential knowledge must include:</p> <ul style="list-style-type: none"> <li>• Organization policy and procedures</li> <li>• knowledge and execution of machines</li> <li>• knowledge of cleaning equipments and materials</li> <li>• Infection control</li> <li>• Patient safety</li> <li>• Documentation practice</li> </ul>		
Underpinning Skills	<p>Essential skills must include the ability to:</p> <ul style="list-style-type: none"> <li>• Communication skill</li> <li>• Machine operation skill</li> <li>• Cleaning skill</li> <li>• Contingency management skill</li> </ul>		
Resource Requirements	<p>Resource implications includes:</p> <ul style="list-style-type: none"> <li>• Access to appropriate workplace where assessment can</li> </ul>		
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		<p>take place</p> <ul style="list-style-type: none"> <li>• Simulation of realistic workplace setting for assessment</li> <li>• Relevant organizational policy, guidelines, procedures and protocols</li> </ul>
Methods of Assessment		<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Practical assessment by direct observation of tasks through simulation/Role-plays</li> <li>• Written exam/test on underpinning knowledge</li> <li>• questioning or interview on underpinning knowledge</li> <li>• project-related conditions (real or simulated) and require evidence of process</li> <li>• Portfolio Assessment (e.g. Certificate from training providers or employers)</li> </ul> <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>
Context of Assessment		<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Neonatal Nursing Level V	
Unit Title	Identify and Meet the Emotional Needs of the Family and Significant Others in Coping with Neonate Illness
Unit Code	<a href="#">HLT NEO5 07 0611</a>
Unit Descriptor	This unit describes the skills, knowledge and attitude to identify and met the emotional needs of family and significant others in coping with neonate illness

Element	Performance Criteria
1. Support the family members remain engaged with their social network and the wider community	1.1 The family <b>social network</b> is identified 1.2 The family current social, economical and health status is identified 1.3 Means of support for the family is identified 1.4 The family is provided with information about care and treatment provided
2. Support family to meet their emotional and psychological needs	2.1 An understanding of the impact of neonates illness on the family emotional and psychological well-being is demonstrated 2.2 The family members self esteem and confidence is encouraged and supported 2.3 The family is supported and encouraged to achieve maximum emotional well-being 2.4 Empathy is shown to the family who is emotionally distressed 2.5 Assistance is sought from an appropriate person when it is not possible to meet the <b>emotional and psychological needs</b> of the <b>family and significant others</b>

Variables	Range
Family and significant others may include:	<ul style="list-style-type: none"> <li>• Father</li> <li>• Mother</li> <li>• Sister</li> <li>• Brother</li> <li>• guardians</li> </ul>
Emotional needs may include	<ul style="list-style-type: none"> <li>• Freedom from fear</li> <li>• Freedom from anger</li> <li>• Freedom from loneliness</li> </ul>

	<ul style="list-style-type: none"> <li>• Freedom from guilt</li> <li>• Freedom from anxiety</li> <li>• Acceptance of loss</li> <li>• Love and affection</li> <li>• A sense of security and contentment</li> </ul>
Psychological needs may include:	<ul style="list-style-type: none"> <li>• Freedom from undue stress</li> <li>• A sense of control</li> <li>• Self-esteem</li> <li>• Self-determination</li> <li>• Life stage acceptance</li> </ul>
Spiritual needs may include:	<ul style="list-style-type: none"> <li>• Formal and informal religious observance</li> <li>• Need for privacy and an appropriate environment to reflect and/or participate in spiritual activities</li> <li>• Ceremonial observances</li> </ul>
Cultural needs may include	<ul style="list-style-type: none"> <li>• Dress and dietary observance</li> <li>• Ceremonial and festive observances</li> <li>• Need for continued interaction with cultural community</li> </ul>
Appropriate communication and relationship building processes may include:	<ul style="list-style-type: none"> <li>• Courtesy</li> <li>• Empathy</li> <li>• Non-judgemental care</li> <li>• Observing and listening</li> <li>• Respect for individual differences</li> <li>• Cross-cultural communication</li> </ul>
Support networks may include:	<ul style="list-style-type: none"> <li>• Advocates</li> <li>• Family members</li> <li>• Carers</li> <li>• Friends</li> </ul>
Community networks may include:	<ul style="list-style-type: none"> <li>• Ethno-specific organisations</li> <li>• Clubs</li> <li>• Community centres</li> <li>• Support groups</li> <li>• Community welfare groups</li> <li>• Voluntary organisations</li> </ul>
Report may include	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Telephone</li> <li>• Face to face</li> <li>• Non-verbal (written)</li> <li>• Progress reports</li> <li>• Case notes</li> </ul>

	<ul style="list-style-type: none"> <li>• Incident reports</li> </ul>
<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> <li>• Support the family members remain engaged with their social network and the wider community</li> <li>• Support family to meet their emotional and psychological needs</li> </ul>
Underpinning Knowledge and Attitudes	<p>Essential knowledge must include:</p> <ul style="list-style-type: none"> <li>• Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role</li> <li>• Concepts of recreation and leisure and older people</li> <li>• Strategies to facilitate continued family involvement</li> <li>• Developing new networks and facilitating choice</li> <li>• Emotional and psychological needs of family</li> <li>• Concepts of powerlessness and empowerment</li> <li>• Strategies to meet the emotional needs of older people</li> <li>• Expressions of spirituality and culture</li> <li>• Effects of spirituality and culture on care</li> <li>• Resources and networks that can support the cultural and spiritual needs of older people</li> <li>• Principle and practices of cross-cultural communication</li> <li>• Strategies for accommodating cultural and spiritual customs</li> <li>• Beliefs and false beliefs surrounding family</li> <li>• Strategies for managing inappropriate family expressions</li> </ul>
Underpinning Skills	<p>Essential skills must include ability to:</p> <ul style="list-style-type: none"> <li>• Reading and writing skills-literacy competence required to fulfil work role in a safe manner and as specified by the organisation/service. This requires a level of skill that enables the worker to follow work related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues. Industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records.</li> <li>• Oral communication skills-language competence required to fulfil work role in a safe manner and as specified by the organisation.</li> <li>• Industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognize and interpret non-</li> </ul>

		<p>verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy.</p> <ul style="list-style-type: none"> <li>• Basic problem solving skills to resolve problems within organizational protocols</li> <li>• Ability to work collaboratively with clients, social networks, colleagues, supervisors and other services/agencies.</li> </ul>
Resource Requirements		<p>Resource implications includes:</p> <ul style="list-style-type: none"> <li>• Simulation of realistic workplace setting for assessment</li> <li>• Relevant organizational policy, guidelines, procedures and protocols</li> </ul>
Methods of Assessment		<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Practical assessment by direct observation of tasks through simulation/Role-plays</li> <li>• Written exam/test on underpinning knowledge</li> <li>• questioning or interview on underpinning knowledge</li> <li>• project-related conditions (real or simulated) and require evidence of process</li> <li>• Portfolio Assessment (e.g. Certificate from training providers or employers)</li> </ul> <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>
Context of Assessment		<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Neonatal Nursing Level V	
Unit Title	Implement Specialist Access and Egress Procedures
Unit Code	<a href="#">HLT NEO5 08 0611</a>
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 taking into account all factors, <b>geographical features</b> and <b>physical/atmospheric obstacles</b> impacting on safe access/egress.</p> <p>1.2 Situation is assessed 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 necessary procedures to overcome major obstacles and enable safe access and egress	<p>2.1 Specialized knowledge, personnel and/or equipment requested or arranged according to the assessed need.</p> <p>2.2 Access/egress plan is implemented using specialized <b>equipment</b>, 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</p>

	<p>well as Service policies and procedures.</p> <p>2.4 Actions are in accordance with <b>modes of transport</b>/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 <b>procedure</b> is monitored constantly to ensure welfare of patient and safety of personnel.</p> <p>3.2 Condition of patient is monitored constantly.</p> <p>3.3 All factors, which might impact on the effectiveness and safety of the procedure, are monitored constantly.</p> <p>3.4 All reasonable steps are taken and resources used to ensure continued safety and patient welfare.</p> <p>3.5 Access/egress plan modified as necessary.</p> <p>3.6 Additional resources identified and arranged as necessary to complete procedure.</p>
<b>Variables</b>	<b>Range</b>
Geographical features such as:	<ul style="list-style-type: none"> <li>• Cliff</li> <li>• Gully</li> <li>• Mountains</li> </ul>
Physical obstacles:	<ul style="list-style-type: none"> <li>• Stairway</li> <li>• Debris</li> <li>• Wreckage</li> <li>• Live power</li> <li>• Water</li> <li>• Difficult house layout</li> <li>• Confined space</li> <li>• Traffic or other vehicles</li> </ul>
Atmospheric obstacles:	<ul style="list-style-type: none"> <li>• Weather – aircraft/helicopter evacuation</li> <li>• Gaseous or toxic environment</li> </ul>

Equipment to enable safe access and egress may include, but are not limited to:	<ul style="list-style-type: none"> <li>• Spine board</li> <li>• Stretcher</li> <li>• Carry sheet</li> <li>• Lifting equipment</li> <li>• Rescue equipment</li> <li>• Ropes, cutting, climbing equipment</li> </ul>
Modes of transport may include, but is not limited to:	<ul style="list-style-type: none"> <li>• Road ambulances</li> <li>• Clinic cars</li> <li>• Buses</li> </ul>
Procedures necessary to overcome obstacles may include, but are not limited to:	<ul style="list-style-type: none"> <li>• Removal of wreckage, debris</li> <li>• Use of ropes, pulleys, abseiling</li> <li>• Bush survival techniques</li> </ul>
<b>Evidence Guide</b>	
Critical Aspects of Assessment	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> <li>• Observation of performance in the work environment or a simulated situation</li> <li>• Development and implementation of access/egress plans under a variety of conditions requiring specialist equipment and/or procedures</li> <li>• Proper use of various types of access/egress equipment including specialist equipment, in a variety of situations</li> <li>• Recognition that patient welfare is paramount in access and egress procedures</li> <li>• Recognition and observance of OHS requirements</li> <li>• Ingenuity in overcoming difficult access/egress situations</li> </ul>
Underpinning Knowledge and	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> <li>• Dangers associated with various hazardous situations</li> </ul>



Attitudes	<ul style="list-style-type: none"> <li>• State/Territory and local policies and procedures related to access and egress</li> <li>• OHS policies and procedures relevant to access and egress</li> <li>• Patient care under these circumstances</li> <li>• Relevant specialist equipment and its uses</li> <li>• Factors which may affect safe access/egress and patient welfare</li> </ul>		
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> <li>• 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"> <li>• asking questions,</li> <li>• active listening,</li> <li>• asking for clarification from patient or other persons at the scene,</li> <li>• negotiating solutions,</li> <li>• acknowledging and responding to a range of views</li> </ul> </li> <li>• 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"> <li>• reading and understanding incident reports</li> <li>• case management materials to preparing handover reports for receiving agency staff</li> </ul> </li> <li>• Interpersonal skills required include: <ul style="list-style-type: none"> <li>• working with others,</li> <li>• empathy with patient and relatives</li> <li>• an ability to relate to persons from differing cultural, social and religious backgrounds</li> </ul> </li> <li>• Problem solving skills required include: <ul style="list-style-type: none"> <li>• an ability to use available resources,</li> </ul> </li> </ul>		
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		<ul style="list-style-type: none"> <li>• analyze information</li> <li>• make decisions that ensure patient welfare and their safe access/egress using specialized procedures</li> </ul>
Resource Implications		For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible.
Methods of Assessment		<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Practical assessment by direct observation of tasks through simulation/Role-plays</li> <li>• Written exam/test on underpinning knowledge</li> <li>• questioning or interview on underpinning knowledge</li> <li>• project-related conditions (real or simulated) and require evidence of process</li> <li>• Portfolio Assessment (e.g. Certificate from training providers or employers)</li> </ul> <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>
Context of Assessment		Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.

Occupational Standard: Neonatal Nursing Level V	
Unit Title	Develop a Disaster Plan
Unit Code	<a href="#">HLT NEO5 09 0611</a>
Unit Descriptor	This unit describes the competencies required to develop in consultation with other agencies and key people, which sets out the roles and responsibilities of workers and others in the community, for responding to a disaster.

Elements	Performance Criteria
1. Liaise with relevant government agencies	<p>1.1 Government policies which affect the organization are identified and documented.</p> <p>1.1 <b>Government agencies</b> are consulted with in relation to different roles in the local <b>disaster</b> plan.</p>
2. Identify and liaise with appropriate community organizations	<p>1.2 <b>Community organization</b> are identified and an information database is developed.</p> <p>1.3 Contact is established through a variety of communication strategies.</p> <p>1.4 Restrictions to effective liaison are identified and processes are developed to promote communication with other agencies.</p>
3. Incorporate legislative requirements for disaster planning and relief into a plan	<p>3.1 Information on <b>legislative requirements</b> and <b>resources</b> 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 discussion with organizations.</p> <p>4.4 Meetings are held to discuss disaster plan and personnel requirements.</p>
5. Ensure training for volunteers and	<p>5.1 Training requirements for volunteers and staff are established.</p>

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

Variables	Range
Government agencies may include:	<ul style="list-style-type: none"> <li>• State /Territory Health Department</li> <li>• Police</li> <li>• Social Security</li> <li>• Local Government</li> <li>• Emergency Services</li> </ul>
Disasters may include:	<ul style="list-style-type: none"> <li>• Floods</li> <li>• Cyclones</li> <li>• Fires</li> <li>• Earth quakes</li> <li>• Nuclear accidents</li> <li>• Riots, raids</li> <li>• Explosion</li> </ul>
Community organizations may include:	<ul style="list-style-type: none"> <li>• Government and non-government agencies</li> <li>• Health care service providers</li> <li>• Other service providers</li> <li>• Trades people</li> <li>• Community groups who provide care to the community</li> </ul>
Legislative requirements:	<ul style="list-style-type: none"> <li>• Clinical practice may be governed by Federal, State or Territory legislation, which defines workers' roles and responsibilities.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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”.</li> <li>• 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.</li> </ul>
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Resources may include:	<ul style="list-style-type: none"> <li>• Premises</li> <li>• Grounds</li> <li>• Accommodation</li> <li>• Workplace equipment</li> <li>• Materials</li> <li>• Plant vehicles</li> <li>• Exclusive use</li> <li>• Occupation</li> </ul>
Key people will include:	<ul style="list-style-type: none"> <li>• Those within and external to organization</li> <li>• Community leaders and representatives</li> <li>• Agencies /service representatives</li> <li>• Trade and professional services</li> </ul>
A disaster plan(s) is:	<ul style="list-style-type: none"> <li>• 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</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit:</p> <ul style="list-style-type: none"> <li>• Observation of performance in a work context is essential for assessment of this unit</li> <li>• Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed</li> <li>• Observations must include: <ul style="list-style-type: none"> <li>• Knowledge of Neonatal Nursing technique</li> <li>• Principles of Neonatal Nursing assessment, including risk assessment</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Nursing management of patient go through surgical intervention within the defined scope of practice</li> <li>• Communication skills</li> </ul>
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> <li>• Relevant policies, protocols and procedures of the organization</li> <li>• Relevant Federal, State and Local government policies, guidelines and legislation relating to disaster management</li> <li>• Relevant equipment and technology</li> <li>• Local resources, suppliers and trades people</li> <li>• Existing disaster plans (developed by other organizations who service the Community)</li> <li>• Project development</li> <li>• Local disaster planning processes and networks</li> <li>• Community networks</li> <li>• Community views on disaster management</li> </ul>
Underpinning Skills	<p>Essential skills includes:</p> <ul style="list-style-type: none"> <li>• Communication and liaison</li> <li>• Networking</li> <li>• Human Resource Management</li> <li>• Negotiation</li> <li>• Small group facilitation</li> <li>• Planning</li> <li>• Training</li> </ul>
Resource Implications	<p>For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Practical assessment by direct observation of tasks through simulation/Role-plays</li> <li>• Written exam/test on underpinning knowledge</li> <li>• questioning or interview on underpinning knowledge</li> <li>• project-related conditions (real or simulated) and require evidence of process</li> <li>• Portfolio Assessment (e.g. Certificate from training providers or employers)</li> </ul> <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>

Context Assessment	of	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: Neonatal Nursing Level V	
<b>Unit Title</b>	<b>Identify and Perform the Fundamental Ethical Standards and Values</b>
<b>Unit Code</b>	<a href="#">HLT NEO5 10 0611</a>
<b>Unit Descriptor</b>	This unit of competency describes the skills and knowledge required for Pediatric nurse to perform within the legal and ethical parameters of professional practice, supporting client rights
<b>Element</b>	<b>Performance Criteria</b>
1. Perform within legal and ethical parameters of Neonatal nursing practice	<p>1.1 A clear understanding of <b>legal and regulatory acts/guidelines</b> are applied as they impact on Neonatal nursing practice</p> <p>1.2 The implications of current legislation are addressed as incorporated into Neonatal nursing practice</p> <p>1.3 Codes of ethics, code of conduct and Neonatal nursing competency standards are applied in Neonatal nursing practice</p> <p>1.4 Function within the scope of jurisdictional Neonatal nursing practice</p> <p>1.5 <b>Client</b> complaints are handled sensitively and in line with organization policies and procedures</p>
2. Apply an understanding of the legal framework	<p>2.1 An understanding of how the law operates is worked in relation to Neonatal nursing practice with regard to legal processes, principle and penalties</p> <p>2.2 A clear understanding of the requirement is applied to obtain consent</p> <p>2.3 Common legal terms are used associated with Neonatal nursing practice with a clear understanding of their meaning and implications for Neonatal nursing practice</p>
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	<p>2.4 The legal requirements and expectations are applied in relation to report writing in Neonatal nursing practice</p> <p>2.5 Mandatory reporting processes are applied in line with jurisdictional requirements</p> <p>2.2 Client privacy and confidentiality practices are applied in line with legislative requirements and organization policies and procedures</p> <p>2.3 When referral or request for test is received, ensure nature and requirements of test are correctly identified</p>		
<p>3. Apply ethical concept to Neonatal nursing practice</p>	<p>3.1 A clear understanding of the concept of ethics and its place are worked in Neonatal nursing practice</p> <p>1.2 Ethical practice is demonstrated in all interactions with clients, relatives and careers and colleagues</p> <p>1.3 Any potential ethical issues are identified, documented and reported as and if they arise</p> <p>1.4 An awareness of contemporary ethical issues are maintained that may impact on Neonatal nursing practice</p> <p>1.5 Strategies are developed and implemented to resolve ethical issues within practice</p> <p>1.6 Responsibility is taken for addressing ethical issues and legal requirements in line with own role</p> <p>1.7 All documentation is completed in accordance with legislation and organization policies and procedures</p> <p>1.8 Compliance with legal obligations and requirements are monitored</p>		
<p>2. Support the</p>	<p>4.1 Legal responsibilities and duty of care are complied with in</p>		
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rights , interests and needs of clients and their families	all care activities and interactions with clients and their families and careers 4.2 <b>Client rights</b> , interests and decisions are supported 4.3 Client is encouraged to exercise their rights to make informed decisions regarding their pediatric care 4.4 Respect and support are demonstrated for the dignity of clients and their families
5. Apply open disclosure processes	5.1 The principles and processes of open disclosure in a health care environment are worked with an understanding 5.2 The role of open disclosure within own role is worked with an understanding as a pediatric nurse 5.3 The roles of other health care workers are worked with an understanding in relation to open disclosure
<b>Variables</b>	<b>Range</b>
Clients may include:	<ul style="list-style-type: none"> <li>• Child</li> <li>• Relatives / parents</li> <li>• Care taker</li> <li>• Guardian</li> </ul>
Health practice settings may include but is not limited to:-	<ul style="list-style-type: none"> <li>• Acute hospitals</li> <li>• Private hospitals</li> <li>• Public hospitals</li> <li>• Health center</li> </ul>
Legal and regulatory frameworks which may include	<ul style="list-style-type: none"> <li>• National/state Acts of Parliament with impact on Neonatal nursing practice e.g. Nurses Acts, Mental Health Act, Drugs and Poisons Act/s.</li> <li>• Privacy legislation</li> <li>• Equal employment legislation</li> <li>• Occupational health and safety Act/Regulations</li> </ul>

	<ul style="list-style-type: none"> <li>• Freedom of information Act</li> <li>• Disability Services Act</li> <li>• Antidiscrimination legislation</li> <li>• Criminal Acts</li> </ul>		
Regulatory bodies may include:	<ul style="list-style-type: none"> <li>• health regulatory authority</li> </ul> <p>Ethiopian Food , Medicine and Health care Administration and Control Authority (EFMHACA)</p>		
Professional standards of practice include:	<ul style="list-style-type: none"> <li>• ENA code of conduct and code of ethics</li> <li>• ENA national enrolled nurse competency standards</li> <li>• nurses standards</li> <li>• Scope of Neonatal nursing practice decision making framework</li> </ul>		
Management of client information includes:	<ul style="list-style-type: none"> <li>• Legal documentation</li> <li>• Computerized records</li> <li>• Freedom of Information legislation</li> <li>• Privacy Act</li> <li>• Confidentiality</li> </ul>		
Common legal terms associated with pediatric nursing practice may include:	<ul style="list-style-type: none"> <li>• Common law</li> <li>• Civil law</li> <li>• Duty of care</li> <li>• Consent</li> <li>• Confidentiality</li> <li>• Assault and battery</li> <li>• Defendant</li> <li>• Plaintiff</li> <li>• Doctrine of precedent</li> <li>• Legislation</li> <li>• Regulation</li> <li>• Harassment</li> <li>• Expert witness</li> </ul>		
Clients rights in health care may include	<ul style="list-style-type: none"> <li>• Access to healthcare</li> <li>• Confidentiality</li> <li>• Dignity</li> <li>• Respect</li> </ul>		
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<p>Discussion of ethical issues may include but not be limited to:</p>	<ul style="list-style-type: none"> <li>• Tissue transplantation</li> <li>• Reproductive technology</li> <li>• Organ donation</li> <li>• Open disclosure</li> <li>• Mandatory reporting</li> <li>• Quality of life</li> <li>• Conscientious objection</li> <li>• Child abuse</li> <li>• Consent</li> <li>• Artificially prolonging life</li> <li>• Refusal of treatment</li> <li>• Stem cell research</li> <li>• “Not for resuscitation” orders</li> <li>• Cultural and religious issues</li> </ul>
<p>Documentation and report writing requirements may include:</p>	<ul style="list-style-type: none"> <li>• Legible/date/time and sign (print name)</li> <li>• Written in black or blue ink</li> <li>• Approved abbreviations</li> <li>• Concise, accurate, relevant, contemporary</li> <li>• Correct spelling and chronological</li> <li>• Errors — line through not erased, write error and initial</li> <li>• No spaces between entries</li> <li>• Objective data not subjective data</li> <li>• Confidentiality</li> <li>• Models of documentation</li> </ul>
<p><b>Evidence Guide</b></p>	
<p>Critical Aspects of Competence</p>	<p>Demonstrated knowledge of:</p> <ul style="list-style-type: none"> <li>• legislation related to Neonatal nursing practice</li> <li>• Duty of care.</li> <li>• scope of practice of the Neonatal nurse</li> <li>• legal requirements of Neonatal nursing documentation</li> <li>• Observation of performance in a work context is essential for</li> </ul>

	<p>assessment of this unit</p> <ul style="list-style-type: none"> <li>• Consistency of performance over the required range of workplace situations and should occur on more than one occasion</li> </ul>
Underpinning Knowledge and Attitudes	<p>Knowledge and application of legislation to Neonatal nurse practice</p> <ul style="list-style-type: none"> <li>• Knowledge of law – sources, types, court system, common law, civil law and precedent</li> <li>• Knowledge of law of torts – negligence, assault and battery, types of consent, valid consent, legal and intellectual capacity, false imprisonment and defamation</li> <li>• Knowledge of contemporary ethical issues – autonomy, non-maleficence, beneficence, justice and rights</li> <li>• A moral decision making model</li> <li>• Principles of confidentiality and privacy responsibilities</li> <li>• Application of ethical principles to Neonatal nursing practice <ul style="list-style-type: none"> <li>- definitions of ethics, bioethics and Neonatal nursing ethics</li> <li>- theoretical concepts informing ethical conduct</li> </ul> </li> <li>• Models of documentation</li> </ul>
Underpinning Skills	<ul style="list-style-type: none"> <li>• 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: <ul style="list-style-type: none"> <li>- reading and interpreting organization policy and procedure manuals and industry codes of practice</li> </ul> </li> <li>• Apply oral communication skills-language competence required to fulfill job roles in a safe manner and as specified by the organization</li> <li>• asking questions</li> <li>• clarifying workplace instructions when necessary</li> <li>• listening and understanding workplace instructions</li> </ul>

	<ul style="list-style-type: none"> <li>• providing information</li> <li>• Conduct compliance monitoring activities</li> <li>• 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"> <li>- demonstrating respect for clients' rights</li> <li>- meeting requirements for provision of duty of care</li> <li>- working in accordance with legislation relevant to the workplace and specific work functions</li> </ul> </li> <li>• Take into account requirements and imperatives relating to waste minimization, environmental responsibility and sustainable practice</li> <li>• Use effective verbal and non verbal communication skills with a range of internal and external persons,</li> <li>• Use problem solving skills as required to interpret and apply policy in the workplace, develop procedures and monitor practices</li> </ul>		
Resource Implications	<p>The following resources <b>must</b> be provided:</p> <ul style="list-style-type: none"> <li>• Workplace or fully equipped assessment location with necessary tools and equipment as well as consumable materials</li> <li>• Approved assessment tools</li> </ul>		
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Practical assessment by direct observation of tasks through simulation/Role-plays</li> <li>• Written exam/test on underpinning knowledge</li> <li>• questioning or interview on underpinning knowledge</li> <li>• project-related conditions (real or simulated) and require evidence of process</li> <li>• Portfolio Assessment (e.g. Certificate from training providers or employers)</li> </ul> <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>		
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could</p>		
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	be assessed on its own or in combination with other competencies relevant to the job function.
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Occupational Standard: Neonatal Nursing Level V	
Unit Title	Manage Quality
Unit Code	<a href="#">HLT NEO5 11 0611</a>
Unit Descriptor	This unit specifies the outcomes required to manage quality within projects. It covers 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 <b><i>quality management plan</i></b></p> <p>1.2 Established <b><i>quality management methods, techniques and tools</i></b> are selected and used to determine preferred mix of quality, capability, cost and time</p> <p>1.3 Quality criteria are identified, agreed with a higher project authority and communicated to stakeholders to ensure clarity of understanding and 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 performance measurement</p>
2. Implement quality assurance	<p>2.1 Results of project activities and product performance are measured and documented throughout the project life cycle to determine compliance with 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 <b><i>quality control</i></b> results are conducted to determine compliance of quality standards to overall quality objectives</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
3. Implement project quality improvements	<p>3.1 Processes are reviewed and agreed changes implemented continually throughout the project life cycle to ensure continuous improvement to quality</p> <p>3.2 Project outcomes are reviewed against performance criteria to determine the effectiveness of quality management processes and procedures</p> <p>3.3 Lessons learned and recommended <b>improvements</b> are identified, documented and passed on to a higher project authority for application in future projects</p>

Variable	Range
Quality objectives may include:	<ul style="list-style-type: none"> <li>• requirements from the client and other stakeholders</li> <li>• requirements from a higher project authority</li> <li>• negotiated trade-offs between cost, schedule and performance</li> <li>• those quality aspects which may impact on customer satisfaction</li> </ul>
quality management plan may include:	<ul style="list-style-type: none"> <li>• established processes</li> <li>• authorizations and responsibilities for quality control</li> <li>• quality assurance</li> <li>• continuous improvement</li> </ul>
Quality management methods, techniques and tools may include	<ul style="list-style-type: none"> <li>• brainstorming</li> <li>• benchmarking</li> <li>• charting processes</li> <li>• ranking candidates</li> <li>• defining control</li> <li>• undertaking benefit/cost analysis</li> <li>• processes that limit and/or indicate variation</li> <li>• control charts</li> <li>• flowcharts</li> <li>• histograms</li> </ul>



	<ul style="list-style-type: none"> <li>• pareto charts</li> <li>• scatter gram</li> <li>• run charts</li> </ul>
Quality control may include:	<ul style="list-style-type: none"> <li>• monitoring conformance with specifications</li> <li>• recommending ways to eliminate causes of unsatisfactory performance of products or processes</li> <li>• monitoring of regular inspections by internal or external agents</li> </ul>
Improvements may include:	<ul style="list-style-type: none"> <li>• formal practices, such as total quality management or continuous improvement</li> <li>• 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</li> </ul>

<b>Evidence Guide</b>			
<b>Critical Aspects of Competence</b>	<p>A person who demonstrates competence in this unit must be able to provide evidence that they have taken responsibility for quality management of projects. This will include evidence of managing the work of others within the project team with respect to quality.</p> <p>Products that could be used as evidence include: documentation produced in managing projects such as:</p> <ul style="list-style-type: none"> <li>• lists of quality objectives, standards, levels and measurement criteria</li> <li>• records of inspections, recommended rectification actions and quality outcomes</li> <li>• management of quality management system and quality management plans</li> <li>• application of quality control, quality assurance and continuous improvement processes</li> <li>• records of quality reviews</li> <li>• lists of lessons learned and recommended improvements</li> </ul> <p>Processes that could be used as evidence include:</p> <ul style="list-style-type: none"> <li>• how quality requirements and outcomes were determined for projects</li> <li>• how quality tools were selected for use in projects</li> <li>• how team members were managed throughout projects with respect to quality within the project</li> <li>• how quality was managed throughout projects</li> <li>• how problems and issues with respect to quality and arising during projects were identified and addressed</li> <li>• how projects were reviewed with respect to quality management</li> <li>• how improvements to quality management of projects have been acted upon</li> </ul>		
<b>Underpinning Knowledge and Attitudes</b>	<p>Broad knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• the principles of project quality management and their application</li> <li>• acceptance of responsibilities for project quality management</li> <li>• use of quality management systems and standards</li> <li>• the place of quality management in the context of the project life cycle</li> <li>• appropriate project quality management methodologies; and their capabilities, limitations, applicability and contribution to</li> </ul>		
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		<p>project outcomes</p> <ul style="list-style-type: none"> <li>• attributes: <ul style="list-style-type: none"> <li>• analytical</li> <li>• attention to detail</li> <li>• able to maintain an overview</li> <li>• communicative</li> <li>• positive leadership</li> </ul> </li> </ul>
Underpinning Skills		<ul style="list-style-type: none"> <li>• ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities</li> <li>• project management</li> <li>• quality management</li> <li>• planning and organizing</li> <li>• communication and negotiation</li> <li>• problem-solving</li> <li>• leadership and personnel management</li> <li>• monitoring and review skills</li> </ul>
Resources Implication		<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>• access to workplace documentation</li> <li>• real or simulated workplace</li> </ul>
Methods of Assessment	of	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Practical assessment by direct observation of tasks through simulation/Role-plays</li> <li>• Written exam/test on underpinning knowledge</li> <li>• questioning or interview on underpinning knowledge</li> <li>• project-related conditions (real or simulated) and require evidence of process</li> <li>• Portfolio Assessment (e.g. Certificate from training providers or employers)</li> </ul> <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>
Context of Assessment	of	<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: Neonatal Nursing Level V	
Unit Title	Contribute to Policy Development
Unit Code	<a href="#">HLT NEO5 12 0611</a>
Unit Descriptor	This unit covers the development and analyzing policies which impact on the client group and the work of the organization.

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

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

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

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



Occupational Standard: Paediatrics Nursing Level V	
Unit Title	Facilitate and Capitalize on Change and Innovation
Unit Code	<a href="#">HLT NEO5 13 0611</a>
Unit Descriptor	This unit specifies the outcomes required to plan and manage the introduction and facilitation of change; particular emphasis is on the development of creative and flexible approaches, and on managing emerging opportunities and challenges.

Elements	Performance Criteria
1. Participate in planning the introduction and facilitation of change	<p>1.1 <b>Manager</b> contributes effectively to the organization's planning processes to introduce and facilitate change</p> <p>1.2 Plans to introduce change are made in consultation with <b>appropriate stakeholders</b></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 managing workplace issues and problems are identified and analyzed</p> <p>2.2 <b>Risks</b> are identified and assessed, and action 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 Creative and responsive approaches to resource management improve productivity and services, and/or reduce costs</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 Coaching and mentoring assist individuals and teams to develop competencies to handle change efficiently and effectively</p> <p>3.3 Opportunities are identified and taken as appropriate, to make adjustments and to respond to the changing needs of customers and the organization</p>



	<p>3.4 <b>Information needs</b> 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 appropriate individuals and groups</p>
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Variables	Range
Manager	a person with frontline management roles and responsibilities, regardless of the title of their position
Appropriate stakeholders may refer to:	<p>those individuals and organizations who have a stake in the change and innovation being planned, including:</p> <ul style="list-style-type: none"> <li>• organization directors and other relevant managers</li> <li>• teams and individual employees who are both directly and indirectly involved in the proposed change</li> <li>• union/employee representatives or groups</li> <li>• OHS committees</li> <li>• other people with specialist responsibilities</li> <li>• external stakeholders where appropriate - such as clients, suppliers, industry associations, regulatory and licensing agencies</li> </ul>
Risks may refer to:	<ul style="list-style-type: none"> <li>• any event, process or action that may result in goals and objectives of the organization not being met</li> <li>• any adverse impact on individuals or the organization</li> <li>• various risks identified in a risk management process</li> </ul>
Information needs may include:	<ul style="list-style-type: none"> <li>• new and emerging workplace issues</li> <li>• implications for current work roles and practices including training and development</li> <li>• changes relative to workplace legislation, such as OHS, workplace data such as productivity, inputs/outputs and future projections</li> <li>• planning documents</li> <li>• reports</li> <li>• market trend data</li> <li>• scenario plans</li> <li>• customer/competitor data</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	Assessment must show evidence that the candidate:	<ul style="list-style-type: none"> <li>• Planning the introduction and facilitation of change</li> <li>• Developing creative and flexible approaches and solutions</li> <li>• Managing emerging challenges and opportunities</li> </ul>	
Underpinning Knowledge and Attitudes		<ul style="list-style-type: none"> <li>• 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</li> <li>• the principles and techniques involved in: <ul style="list-style-type: none"> <li>• change and innovation management</li> <li>• development of strategies and procedures to implement and facilitate change and innovation</li> <li>• use of risk management strategies: identifying hazards,</li> </ul> </li> <li>• assessing risks and implementing risk control measures <ul style="list-style-type: none"> <li>• problem identification and resolution</li> <li>• leadership and mentoring techniques</li> <li>• management of quality customer service delivery</li> <li>• consultation and communication techniques</li> <li>• record keeping and management methods</li> <li>• the sources of change and how they impact</li> </ul> </li> <li>• factors which lead/cause resistance to change</li> <li>• approaches to managing workplace issues</li> </ul>	
Underpinning Skills	Demonstrate skills on:	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Planning work</li> <li>• Managing risk</li> </ul>	
Resources Implication	The following resources must be provided:	<ul style="list-style-type: none"> <li>• Workplace or fully equipped assessment location with necessary tools, equipment and consumable materials</li> </ul>	
Methods of Assessment	Competence may be assessed through:	<ul style="list-style-type: none"> <li>• Practical assessment by direct observation of tasks through simulation/Role-plays</li> <li>• Written exam/test on underpinning knowledge</li> <li>• questioning or interview on underpinning knowledge</li> <li>• project-related conditions (real or simulated) and require evidence of process</li> <li>• Portfolio Assessment (e.g. Certificate from training providers or employers)</li> </ul>	
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		Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
Context Assessment	of	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: Neonatal Nursing	
Unit of competence	Develop and implement strategies to enhance client safety
Unit Code	<a href="#">HLT NEO5 14 0611</a>
Unit Descriptor	This unit describes the skills and knowledge required to develop and implement communication strategies to enhance the inclusion of clients and carers in planning and delivering health care services and to support honest communication with clients relating to risk and adverse events

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

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

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

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

### Evidence Guide

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

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



Occupational Standard: Neonatal Nursing Level V	
Unit of competence	Maintain an effective health work environment
Unit Code	<a href="#">HLT NEO5 15 0611</a>
Unit Descriptor	This unit of competence describes the skills and knowledge required to maintain an effective work environment in a health setting by monitoring, coordinating and promoting the implementation of ethical, safe and effective work practices in line with established work requirements

Element	Performance Criteria
1. Promote ethical work practices	<p>1.1 Decision-making is monitored to ensure ethical guidelines are followed and underlying ethical complexity is recognized</p> <p>1.2 Understanding and compliance with the principles of duty of care and legal responsibilities is ensured in all work undertaken</p> <p>1.3 Ensure appropriate action is taken to address any breach or non adherence to standard procedures or adverse event</p> <p>1.4 Work practices are monitored to ensure confidentiality of any client matter in line with <b>organization policy and procedure</b></p> <p>1.5 Respect for rights and responsibilities of others is promoted through considered application of work practices</p> <p>1.6 knowledge and understanding of employee and employer rights and responsibilities is applied and promoted in all work practices</p> <p>1.7 Potential conflict of interest in the workplace is identified and action is taken to avoid and/or address</p>
2. Support culture of effective communication	<p>2.1 <b>Communication issues</b> in the workplace are monitored and addressed</p> <p>2.2 Oral and written communication in the workplace is monitored to ensure confidentiality of client and staff matters</p> <p>2.3 Workplace communication is monitored to support accuracy and understanding of information provided and received</p> <p>2.4 Recognition of individual and cultural differences in the workplace is promoted and any adjustments to communication needed is supported to facilitate the achievement of identified outcomes</p> <p>2.5 A client-centered approach to health care is promoted and supported throughout interpersonal communication with clients and colleagues</p> <p>2.6 Interpersonal differences in the workplace is promoted and</p>

	assisted with the resolution of conflict.
3. Maintain a positive approach to health in the workplace	<p>3.1 Work practices is monitored to ensure they contribute to maintaining an effective and client-centered approach to health</p> <p>3.2 Implementation of work practices is monitored to ensure clients are included in shared decision making as partners in health care</p> <p>3.3 A workplace culture of promoting good health is supported and maintained by sharing health information</p> <p>3.4 Workplace focus on preventing ill health and minimizing risk</p> <p>3.5 Workplace focus on processes and procedures is monitored and maintained to manage stress and prevent fatigue</p>
4. Monitor professional work standards	<p>4.1 implementation of organization policies and procedures relating to awards, standards and legislative requirements of staff is monitored</p> <p>4.2 Areas for <b>improving work practices</b> are identified and supported implementation in line with organization policies and procedures</p> <p>4.3 Compliance with relevant accreditation standards applying to work undertaken is monitored and issues are addressed</p> <p>4.4 Staff understanding and focus on achieving organization goals and objectives in work undertaken is monitored</p> <p>4.5 staff efforts is monitored and supported to respond positively to improved work practices and procedures</p> <p>4.6 Issues requiring mandatory notification are identified and reported appropriately</p>
5. Work in the health industry context	<p>5.1 Effective relationships with workers from different sectors and levels of the industry are established in line with work role and requirements</p> <p>5.2 knowledge of the roles and functions of various health care structures, organizations and systems are applied.</p> <p>5.3 knowledge of current issues influencing the health care system, including health issues is maintained</p>
6. Take opportunities to develop own competence	<p>6.1 Own skills/knowledge is monitored in relation to ongoing and changing work requirements</p> <p>6.2 Areas for personal development is identified in line with health industry developments, organization requirements and personal interest</p> <p>6.3 Initiative is taken to access and/or create development opportunities to support organization need and personal career development</p> <p>6.4 Available formal and informal skill/knowledge development</p>

	and maintenance activities is undertaken
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<b>Variable</b>	<b>Range statement</b>
<i>Requirements of own work role may include:</i>	<ul style="list-style-type: none"> <li>• Level of responsibility</li> <li>• Organization guidelines</li> <li>• Individual awards and benchmarks</li> <li>• Legislation relevant to work area</li> <li>• Accreditation standards</li> </ul>
<i>Organization policy on confidentiality may relate to:</i>	<ul style="list-style-type: none"> <li>• Storage of records</li> <li>• Destruction of records</li> <li>• Access to records</li> <li>• Release of information</li> <li>• Verbal and written communication</li> </ul>
<i>Organization procedures, policies, awards, standards and legislation may include:</i>	<ul style="list-style-type: none"> <li>• Federal legislation</li> <li>• Quality management policy and practice</li> <li>• Current Ethiopian Standards</li> <li>• Aged care accreditation standards</li> <li>• Accreditation and service provision standards of other relevant industry organizations</li> <li>• Relevant health regulations and guidelines, policies and procedures, including child protection</li> </ul>
<i>Communication strategies may include:</i>	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Appropriate language</li> <li>• Appropriate communication aids</li> <li>• Appropriate modes of communication</li> <li>• Appropriate demeanor and body language</li> <li>• Appropriate tone and presentation</li> <li>• Observation</li> <li>• Questioning, clarifying, advising</li> <li>• Providing appropriate and accurate information</li> </ul>
<i>Promoting positive client relationship may include</i>	<ul style="list-style-type: none"> <li>• Acknowledging and greeting courteously</li> <li>• Identifying client needs and attending to them in a timely manner</li> <li>• Handling complaints sensitively, courteously and as per practice protocols</li> <li>• Demonstrating respect for clients' time</li> </ul>
<i>A client-centered approach to health includes:</i>	<ul style="list-style-type: none"> <li>• Putting clients and careers at the centre of service delivery</li> <li>• Including clients in decision-making relating to their health care</li> <li>• Involving clients in discussions about service delivery options and issues</li> <li>• Obtaining client consent to examine, treat or work with them</li> </ul>

	<ul style="list-style-type: none"> <li>• Effective customer service</li> </ul>
<i>Employee rights and responsibilities may relate to:</i>	<ul style="list-style-type: none"> <li>• Duty of care responsibilities</li> <li>• Leave entitlements</li> <li>• Attendance requirements</li> <li>• Obeying lawful orders</li> <li>• Confidentiality and privacy of organization, client and colleague information</li> <li>• Adherence to OHS</li> <li>• Protection from discrimination and sexual harassment in the workplace</li> <li>• The right to union representation</li> </ul>
<i>Issues requiring mandatory notification may include:</i>	<ul style="list-style-type: none"> <li>• Protection of children and others identified to be at risk</li> <li>• Issues defined by jurisdictional legislation and/or regulatory requirements</li> <li>• Issues specifically identified by under organization policies</li> </ul>
<i>Improved work practices may relate, for example to:</i>	<ul style="list-style-type: none"> <li>• Enhancing outcomes for clients</li> <li>• Enhancing sustainability of work, such as efficient and effective work practices in relation to: <ul style="list-style-type: none"> <li>- use of power</li> <li>- use of resources, including for administration purposes</li> <li>- waste management and recycling practices</li> </ul> </li> <li>• Enhancing safety of staff and client</li> </ul>
<i>Identifying and implementing improved work practices may include:</i>	<ul style="list-style-type: none"> <li>• Reporting and implementing suggested improvements</li> <li>• Seeking and addressing customer feedback</li> <li>• Monitoring tasks</li> <li>• Responding to surveys and questionnaires</li> <li>• Assessing/observing/measuring environmental factors</li> <li>• Checking equipment</li> </ul>
<i>Employer rights and responsibilities may relate to:</i>	<ul style="list-style-type: none"> <li>• Legislative requirements for employee dismissal i.e. Workplace Relations Act</li> <li>• Legislative requirements to provide a safe work environment free from discrimination and sexual harassment</li> <li>• Enterprise workplace agreements</li> </ul>
<i>Designated knowledge/skill development may relate to:</i>	<ul style="list-style-type: none"> <li>• Hazard control</li> <li>• OHS</li> <li>• Manual handling</li> <li>• First Aid</li> <li>• Cultural awareness</li> <li>• Infection control</li> <li>• Cardiopulmonary resuscitation emergency response and notification protocols</li> <li>• Fire emergency response procedures for notification and</li> </ul>

	<p>containment of fire, use of fire fighting equipment and fire safety procedures</p> <ul style="list-style-type: none"> <li>• Security procedures</li> <li>• Quality improvement policy and practice</li> <li>• Discrimination, harassment and bullying in the workplace</li> <li>• Formal and informal resolution of grievances</li> <li>• Waste management</li> <li>• Customer service</li> <li>• Communication, conflict resolution</li> <li>• Others</li> </ul>
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<b>Evidence Guide</b>	
<p>Critical Aspects of Competence</p>	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• explain duty of care, confidentiality of information and ethical decision-making</li> <li>• explain and apply principles underpinning client-centered health care and client safety</li> <li>• describe role, function and objectives of the organization, and relevance to specific workplace requirements</li> <li>• explain relevant organization procedures, policies, awards, standards and legislation and their application in the workplace</li> <li>• analyze implementation of workplace procedures and their outcomes to identify areas for improvement</li> <li>• apply high level decision-making and problem solving skills as required to monitor decision-making processes and provide constructive input to assist others</li> <li>• create and promote opportunities to enhance sustainability in the workplace</li> <li>• apply high level communication skills as required by specific work</li> </ul>
<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Details of accreditation processes and quality improvement practices</li> <li>• Implications of relevant legislation, including: <ul style="list-style-type: none"> <li>- access and equity</li> <li>- anti-discrimination</li> <li>- infection control</li> <li>- OHS</li> <li>- privacy</li> </ul> </li> <li>• Meaning of duty of care, confidentiality of information and</li> </ul>

	<p>ethical decision-making in relation to own and others' work duties and responsibilities; what constitutes a breach of these and potential ramifications of such breaches</p> <ul style="list-style-type: none"> <li>• Principles underpinning client-centered health care</li> <li>• Principles of client safety</li> <li>• Organization procedures relating to: <ul style="list-style-type: none"> <li>- emergency response</li> <li>- fire safety</li> <li>- safe disposal of goods/waste</li> <li>- security</li> <li>- sustainability in the workplace, including environmental, economic, workforce and social sustainability</li> </ul> </li> <li>• Role, function and objectives of the organization, and relevance to specific workplace requirements</li> <li>• Terms and conditions of employment for staff members</li> <li>• Understanding of relevant organization procedures, policies, awards, standards and legislation and their application in the workplace</li> </ul>
Underpinning Skills	<p>Skills include the ability to:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of the ramifications of breaches of duty of care, confidentiality, ethical guidelines and other relevant policies and legislation</li> <li>• Apply understanding of good personal hygiene and risk associated with poor hygiene</li> <li>• Identify own responsibilities within the workplace</li> <li>• Analyse implementation of workplace procedures and their outcomes to identify areas for improvement</li> <li>• Apply functional literacy skills needed for written and oral information about workplace requirements</li> <li>• Apply high level decision-making and problem solving skills as required to monitor decision-making processes and provide constructive input to assist others</li> <li>• Create and promote opportunities to enhance sustainability in the workplace</li> <li>• Use high level communication skills as required by specific work role, including: <ul style="list-style-type: none"> <li>- interpreting and implementing complex verbal and/or written instructions</li> <li>- providing information and ensuring understanding</li> <li>- reporting incidents in line with organization requirements</li> <li>- seeking clarification of information provided by others</li> </ul> </li> </ul>
Resources Implication	<p>The following resources MUST be provided.</p> <ul style="list-style-type: none"> <li>• Access to real or appropriately simulated situations,</li> </ul>

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

Occupational Standard: Neonatal Nursing Level V	
Unit Title	Establish and Conduct Business Relationships
Unit Code	<a href="#">HLT NEO5 16 0611</a>
Unit Descriptor	This unit covers the skills, attitudes and knowledge required to manage business relationship with customers within the constructions industry context.

Elements	Performance Criteria
1. Establish contact with customer	<p>1.1 Welcoming customer environment is maintained.</p> <p>1.2 Customer is greeted warmly according to the enterprise policies and procedures.</p> <p>1.3 Effective service environment is created through verbal and non-verbal presentation according to the enterprise policies and procedures.</p> <p>1.4 Customer data is maintained to ensure the database relevance and currency.</p> <p>1.5 Information on customers and service history is gathered for analysis.</p> <p>1.6 <b>Opportunities</b> to maintain regular contact with customers are identified and taken up.</p>
2. Clarify the needs of customer	<p>2.1 Customer needs are determined through questioning and active listening.</p> <p>2.2 Customer needs are accurately assessed against the products/services of the enterprise.</p> <p>2.3 Customer details are documented clearly and accurately in the required format.</p> <p>2.4 Negotiations are conducted in a business-like and professional manner.</p> <p>2.5 Benefits are maximized for all parties in the negotiation through the use of established <b>techniques</b> 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 Pro-actively seek; review and act upon information are needed to maintain the sound business relationships.</p> <p>4.2 Agreements are honored within the scope of the individual responsibility.</p> <p>4.3 Adjustments are made to the agreements in consultation with the customer, and information is shared with appropriate colleagues.</p> <p>4.4 Relationships are nurtured through regular contact and use of effective interpersonal and communication styles.</p>

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

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"> <li>• Consistently applying enterprise policies and procedures and industry codes of practice in regard to customer service</li> <li>• Providing a quality service environment by treating customers in a courteous and professional manner through all stages of the procedure</li> <li>• Using effective questioning/active listening and observation skills to identify customer needs</li> <li>• Communicating effectively with others involved in or affected by the work</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintaining relevant and current customer databases in accordance with enterprise policies and procedures</li> <li>• Ability to build and maintain relationships to achieve successful business outcomes</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and attitudes on:</p> <ul style="list-style-type: none"> <li>• Operational knowledge of enterprise policies and procedures in regard to: <ul style="list-style-type: none"> <li>➢ Customer service, dealing with difficult customers</li> <li>➢ Maintenance of customer databases</li> <li>➢ Allocated duties/responsibilities</li> <li>➢ General knowledge of the range of enterprise merchandise and services, location of telephone extensions and departments/sections</li> </ul> </li> <li>• Basic operational knowledge of legislation and statutory requirements, including consumer law, trade practices and fair trading legislation</li> <li>• Basic operational knowledge of industry/workplace codes of practice in relation to customer service</li> <li>• Negotiation and communication techniques appropriate to negotiations that may be of significant commercial value</li> </ul>
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> <li>• Use workplace technology related to use of customer database</li> <li>• Collect, organize and understand information related to collating and analyzing customer information to identify needs</li> <li>• Communicate ideas and information</li> <li>• Plan and organize activities concerning information for database entries</li> <li>• Use mathematical ideas and techniques to plan database cells and size</li> <li>• Establish diagnostic processes which identify and recommend improvements to customer service</li> </ul>
Resources Implication	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>• Access is required to real or appropriately simulated situations, including work areas, materials and equipment,</li> <li>• Documentation and information on workplace practices and OHS practices.</li> <li>• Specifications and work instructions</li> </ul>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Practical assessment by direct observation of tasks through simulation/roll-plays</li> <li>• Written exam/test on understanding knowledge</li> <li>• Project –related conditions(real or simulated and require evidence of process)</li> </ul> <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning</p>

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

Occupational Standard: Neonatal Nursing Level V	
Unit Title	Develop and Refine Systems for Continuous Improvement in Operations
Unit Code	<a href="#">HLT NEO5 17 1012</a>
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 <b>organization systems</b> that impact on continuous improvement 1.2 Identify current <b>relevant metrics</b> and their values 1.3 Check that metrics are collected for all improvements 1.4 Determine <b>yield of current improvement processes</b> 1.5 Review results of improvements
2. Distinguish breakthrough improvement processes	2.1 Identify all <b>improvements</b> which have occurred over an agreed period of time 2.2 Distinguish between <b>breakthrough improvements</b> and continuous improvements 2.3 Determine the timing of breakthrough improvement processes 2.4 Analyze factors controlling the <b>timing</b> and selection of breakthrough improvements 2.5 Analyze <b>continuous improvements</b> to identify cases where breakthrough improvements were required 2.6 Validate findings with process/system owners and obtain required approvals 2.7 Improve timing/selection of breakthrough improvements 2.8 Improve other factors limiting the gains from breakthrough improvements
3. Develop continuous improvement practice	3.1 Check that levels of delegated authority and responsibility are appropriate for continuous improvement from the shop floor

	<p>3.2 Ensure all personnel have appropriate capabilities for continuous improvement processes</p> <p>3.3 Ensure personnel and systems recognize potential breakthrough improvement projects</p> <p>3.4 Ensure sufficient resources are available for the operation of continuous and breakthrough improvement processes</p> <p>3.5 Check that relevant information flows from improvement changes to all required areas and stakeholders</p> <p>3.6 Check data collection and metrics analysis capture changes which result from improvement actions</p> <p>3.7 Check that improvement changes are standardized and sustained</p> <p>3.8 Check review processes for routine continuous improvements</p> <p>3.9 Remove or change factors limiting gains from improvements</p> <p>3.10 Modify systems to ensure appropriate possible changes are referred to other improvement processes</p> <p>3.11 Institutionalize breakthrough</p>
<p>4. Establish parameters of current external improvement system</p>	<p>4.1 Review <b>value stream</b> 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>
<p>5. Explore opportunities for further development of value stream improvement processes</p>	<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>
<p>6. Review systems for compatibility with</p>	<p>6.1 Review all systems which impact or are <b>impacted on improvements</b> and the improvement system</p> <p>6.2 Analyze relationships between improvement systems</p>

improvement strategy	and other relevant systems
	6.3 Analyze practices caused by and results from the systems
	6.4 Negotiate changes to the systems to improve the outcomes from improvement systems
	6.5 Obtain necessary approvals to implement changes
	6.6 Monitor the implementation of the changes

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"> <li>• lean operations</li> <li>• agile operations</li> <li>• preventative and predictive maintenance approaches</li> <li>• 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</li> <li>• statistical process control systems, including six sigma and three sigma</li> <li>• JIT, kanban and other pull-related operations control systems</li> <li>• supply, value, and demand chain monitoring and analysis</li> <li>• 5S</li> <li>• continuous improvement (kaizen)</li> <li>• breakthrough improvement (kaizen blitz)</li> <li>• cause/effect diagrams</li> <li>• overall equipment effectiveness (OEE)</li> <li>• takt time</li> <li>• process mapping</li> <li>• problem solving</li> <li>• run charts</li> <li>• standard procedures</li> <li>• current reality tree</li> <li>• Competitive systems and practices should be interpreted so as to take into account: <ul style="list-style-type: none"> <li>– stage of implementation of competitive systems and practices</li> <li>– the size of the enterprise</li> <li>– the work organization, culture, regulatory environment and the industry sector</li> </ul> </li> </ul>
Code of practice and standards	Where reference is made to industry codes of practice, and/or Ethiopian/international standards, the latest version must be used

Organization systems	<p>Organization systems may include:</p> <ul style="list-style-type: none"> <li>• problem recognition and solving</li> <li>• operational/process improvement</li> <li>• improvement projects</li> <li>• product/process design and development</li> <li>• processes for making incremental improvements</li> </ul>
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"> <li>• hurdle rates for new investments</li> <li>• KPIs for existing processes</li> <li>• quality statistics</li> <li>• delivery timing and quantity statistics</li> <li>• process/equipment reliability ('uptime')</li> <li>• incident and non-conformance reports</li> <li>• complaints, returns and rejects</li> </ul>
Process improvement yield	<p>Improvement process yield may be regarded as:</p> <ul style="list-style-type: none"> <li>• the benefit achieved for the effort invested</li> </ul>
Breakthrough improvements	<p>Breakthrough improvements include:</p> <ul style="list-style-type: none"> <li>• those which result from a kaizen blitz or other improvement project or event and are a subset of all improvements</li> </ul>
Timing of breakthrough improvements	<p>Timing of breakthrough improvements includes:</p> <ul style="list-style-type: none"> <li>• frequency (which should be maximized) and duration (which should be minimized) of events/projects</li> </ul>
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"> <li>• improvement budget</li> <li>• guidelines for trialing of possible improvements</li> <li>• mechanism for approvals for possible improvements</li> <li>• business case guidelines for proposed improvements</li> <li>• indicators of success of proposed improvement</li> <li>• mechanisms for tracking and evaluation of changes</li> <li>• forum for the open discussion of the results of the implementation</li> <li>• mechanisms for the examination of the improvement for additional improvements</li> <li>• organization systems to sustain beneficial changes</li> </ul>
Capturing value stream improvements	<p>Capturing value stream improvements includes:</p> <ul style="list-style-type: none"> <li>• revised contractual arrangements</li> <li>• revised specifications</li> <li>• signed agreements</li> <li>• other documented arrangements which formalize the raised base line</li> </ul>

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

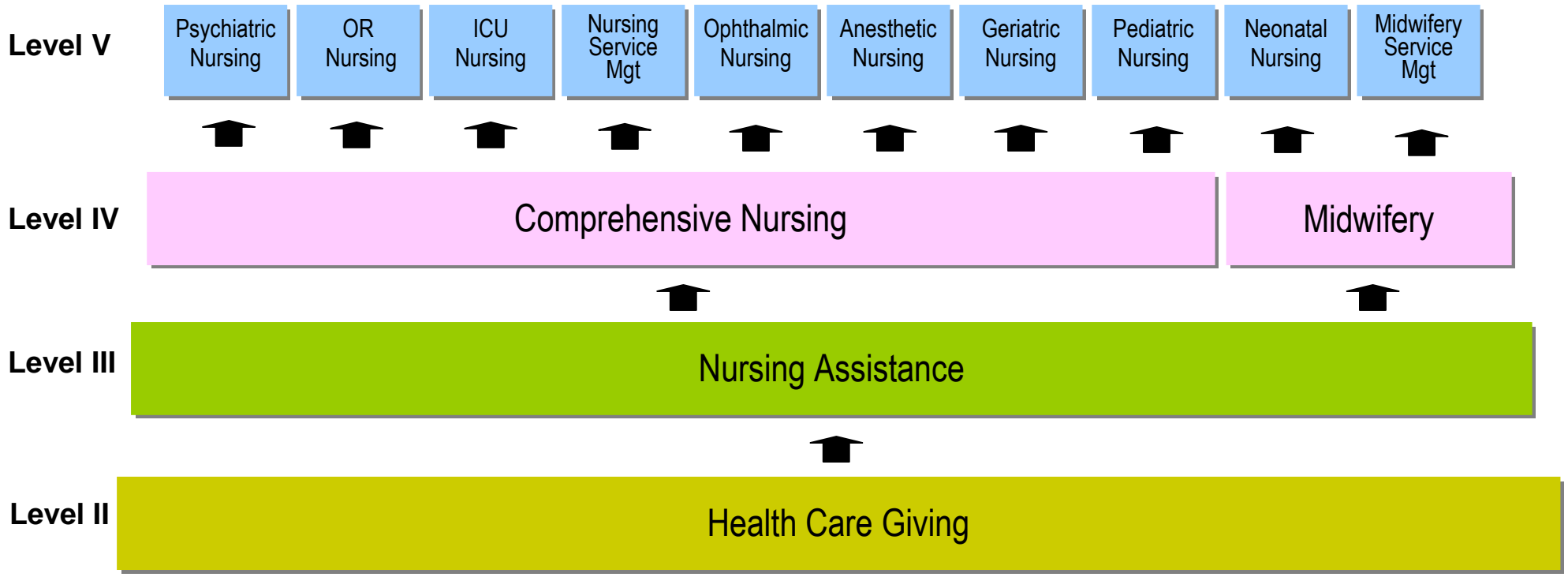
<b>Evidence Guide</b>			
Critical Aspects of Competence	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: <ul style="list-style-type: none"> <li>• critically review current continuous improvement processes</li> <li>• establish ongoing review of continuous improvement processes</li> <li>• implement improvements in the practice of continuous improvement</li> <li>• better align internal and external systems</li> <li>• gather data through interviews with stakeholders</li> <li>• review existing data</li> <li>• obtain additional data through a variety of techniques</li> <li>• communicate and negotiate at all levels within the organization</li> </ul>		
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• competitive systems and practices tools, including:</li> <li>• value stream mapping</li> <li>• 5S</li> <li>• Just in Time (JIT)</li> </ul>		
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	<ul style="list-style-type: none"> <li>• mistake proofing</li> <li>• process mapping</li> <li>• establishing customer pull</li> <li>• kaizen and kaizen blitz</li> <li>• setting of KPIs/metrics</li> <li>• identification and elimination of waste (muda)</li> <li>• continuous improvement processes including implementation, monitoring and evaluation strategies for a whole organization and its value stream</li> <li>• difference between breakthrough improvement and continuous improvement</li> <li>• organizational goals, processes and structure</li> <li>• approval processes within organization</li> <li>• cost/benefit analysis methods</li> <li>• methods of determining the impact of a change</li> <li>• advantages and disadvantages of communication media, methods and formats for different messages and audiences</li> <li>• customer perception of value</li> <li>• define, measure, analyze, improve, and control and sustain (DMAIC) process</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• communicating at all levels in the organization and value stream and to audiences of different levels of literacy and numeracy</li> <li>• analyzing current state/situation of the organization and value stream</li> <li>• determining and implementing the most appropriate method for capturing value stream improvements</li> <li>• collecting and interpreting data and qualitative information from a variety of sources</li> <li>• analyzing individually and collectively the implementation of competitive systems and practices tools in the organization and determining strategies for improved implementation</li> <li>• relating implementation and use of competitive systems and practices and continuous improvement to customer benefit</li> <li>• solving highly varied and highly specialized problems related to competitive systems and practices implementation and continuous improvement to root cause</li> <li>• 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</li> <li>• reviewing relevant metrics, including all those measures</li> </ul>

	<p>which might be used to determine the performance of the improvement system, including:</p> <ul style="list-style-type: none"> <li>– key performance indicators (KPIs) for existing processes</li> <li>– quality statistics</li> <li>– delivery timing and quantity statistics</li> <li>– process/equipment reliability ('uptime')</li> <li>– incident and non-conformance reports</li> <li>– implementing continuous improvement to support systems and areas, including maintenance, office, training and human resources</li> </ul>
Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> <li>• workplace procedures and plans relevant to work area</li> <li>• specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee</li> <li>• documentation and information in relation to production, waste, overheads and hazard control/management</li> <li>• reports from supervisors/managers</li> <li>• case studies and scenarios to assess responses to contingencies</li> </ul>
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"> <li>• demonstration in the workplace</li> <li>• suitable simulation</li> <li>• oral or written questioning to assess knowledge of principles and techniques associated with change management</li> </ul> <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**



## Acknowledgement

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

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

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

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