

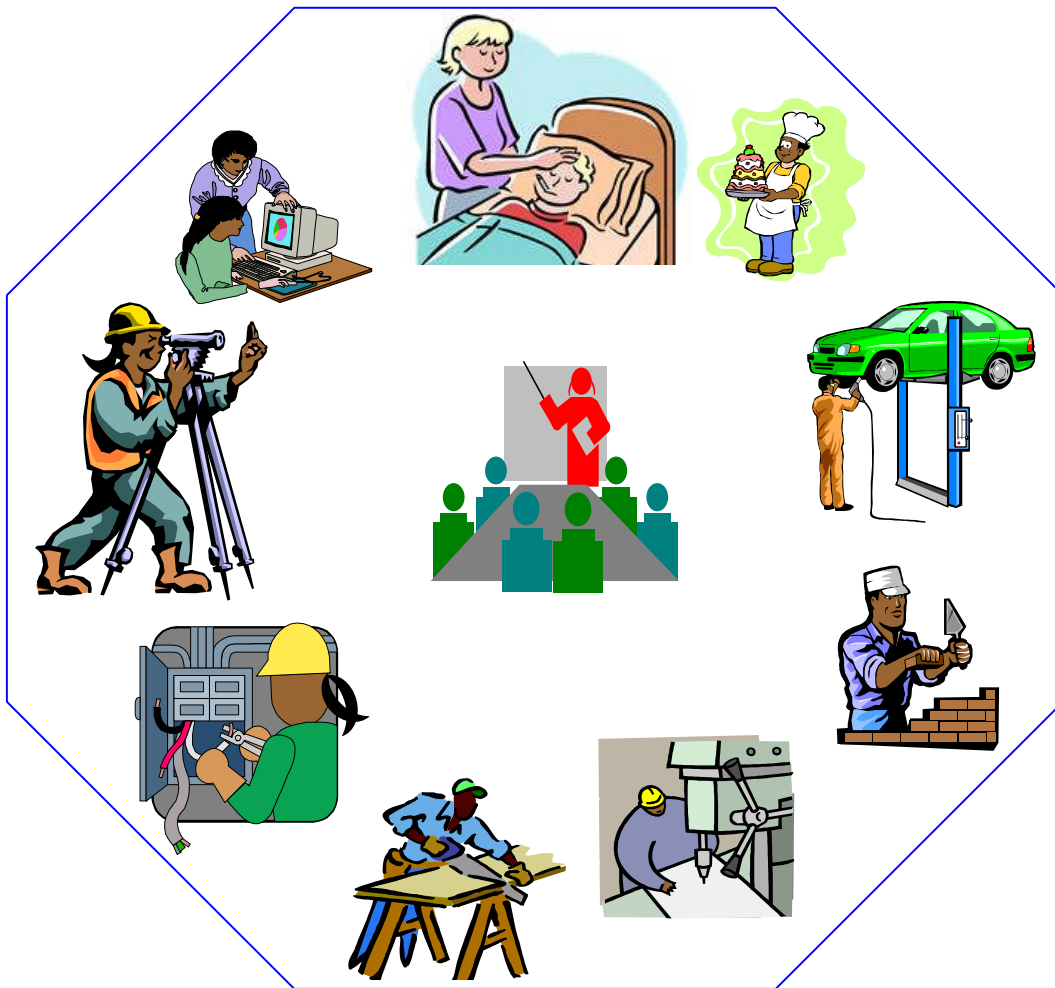
Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

NURSING SERVICE MANAGEMENT



NTQF Level V



Ministry of Education

June 2011

Introduction

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

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

This document details the mandatory format, sequencing, wording and layout for the Ethiopian 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: Nursing Service Management		
Occupational Code: HLT NSM		
NTQF Level V		
HLT NSM5 01 0611 Plan, Monitor, Supervise, Coordinate and Evaluate Nursing Care	HLT NSM5 02 0611 Facilitate Effective Workplace Relationships	HLT NSM5 03 0611 Apply Effective Communication Skills in Nursing Practice
HLT NSM5 04 0611 Manage Personal Stressors in the Work Environment	HLT NSM5 05 0611 Monitor and Evaluate Nursing Care Plan	HLT NSM5 06 0611 Foster a Positive Organizational Image in the Community
HLT NSM5 07 0611 Manage the Operation of Units/Health Safety Sections	HLT NSM5 08 0611 Develop Individuals and Teams	HLT NSM5 09 0611 Manage Resource
HLT NSM5 10 0611 Conduct Clinical Mentoring in the Work Environment	HLT NSM5 11 0611 Apply Research Skill in Nursing Care	HLT NSM5 12 0611 Organize Workplace Information
HLT NSM5 13 0611 Facilitate and Capitalize on Change and Innovation	HLT NSM5 14 0611 Manage Quality Systems and Procedures	HLT NSM5 15 0611 Establish and Conduct Business Relationship
HLT NSM5 16 0611 Develop a Disaster Plan	HLT NSM5 17 1012 Develop and Refine Systems for Continuous Improvement in Operations	

Occupational Standard: Nursing Services Management Level V	
Unit Title	Plan, Monitor, and Manage Nursing Care
Unit Code	HLT NSM5 01 0611
Unit Descriptor	This unit of competency describes the knowledge, skill and attitude to plan, monitor, supervise, coordinate and evaluate nursing care.

Elements	Performance Criteria
1. Develop plan for the program	<p>1.1 Plans are accessed and priorities/issues are identified for the program.</p> <p>1.2 Improvement plan is developed in accordance with the result.</p>
2. Monitor and supervise the program	<p>2.1 On going nursing care are monitored and supervised periodically as per the institutional guide line.</p> <p>2.2 Appropriate and corrective measures are taken to solve problems encountered.</p> <p>2.1 Resources are utilized accordingly.</p>
3. Coordinate and evaluate the program	<p>3.1 Resources are mobilized and coordinated as per the institution policy and procedures.</p> <p>3.2 Nursing team is coordinated to render quality nursing care.</p> <p>3.3 Resource utilization is evaluated as per the plan and organizational policy.</p> <p>3.4 Quality of nursing care is evaluated as per the standard.</p>

Variables	Range
Plan may includes	<ul style="list-style-type: none"> • Strategic plan <ul style="list-style-type: none"> ➤ Long term plan ➤ Intermediate plan ➤ Short term plan • Operational plan
Resources may include	<ul style="list-style-type: none"> • Human resources • Material resource • Financial resource • Time • Infrastructure
Nursing team	<ul style="list-style-type: none"> • Nurses at different level(Level II-V)

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit</p> <ul style="list-style-type: none"> • Develop plan for the program • Monitor and supervise the program • Coordinate and evaluate the program
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Principles of planning and monitoring nursing care system, including risk assessment • Leadership in nursing • Relevant organizational policy and guideline development components and principles. • Techniques in developing plan of action. • Theories, principles and concepts of nursing service management • Client networking, financing, cost estimation and planning process • Local client Health Plans • Funding guidelines
Underpinning Skills	<p>Essential skills includes:</p> <ul style="list-style-type: none"> • Communication skill • Advanced nursing skills • Research skill • Leadership skill • Complex problem solving skills
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"> • Interview / Written Test • Demonstration / Observation with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • Competence may be assessed in the work place or in a simulated work place setting • The workplace is recommended for assessment including by supervisor and peers, by observation and inquiries, and from written and other sources. • Off-the-job role plays and exercises may also be used

Occupational Standard: Nursing Services Management Level V	
Unit Title	Facilitate Effective Workplace Relationships
Unit Code	HLT NSM5 02 0611
Unit Descriptor	This unit describes the competencies in the frontline management in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organization achieve planned outputs/outcomes. At this level, work will normally be carried out within routine and non-routine methods and procedures which require the exercise of some discretion and judgment.

Elements	Performance Criteria
1. Gather, convey and receive information and ideas	<p>1.1 Information to achieve work responsibilities is collected from appropriate sources.</p> <p>1.2 The method(s) used to communicate ideas and information is made appropriate to the audience.</p> <p>1.3 Social and cultural diversities are taken into account in communication.</p> <p>1.4 Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches.</p>
2. Develop trust and confidence	<p>2.1 People are treated with integrity, respect and empathy.</p> <p>2.2 The organization's social, ethical and business standards are used to develop and maintain positive relationships.</p> <p>2.3 Trust and confidence of colleagues, customers and suppliers are gained and maintained through competent performance.</p> <p>2.4 Interpersonal styles and methods are adjusted to the social and cultural environment.</p>
3. Build and maintain networks and relationships	<p>3.1 Networking is used to identify and build relationships.</p> <p>3.2 Identifiable benefits are provided by Networks and other work relationships to the team and organization..</p> <p>3.3 Action is taken to maintain the effectiveness of workplace relationships.</p>
4. Manage difficulties to achieve positive outcomes	<p>4.1 Problems are identified and analyzed, and action is taken to rectify the situation with minimal disruption to performance.</p> <p>4.2 Guidance and support are received by colleagues to resolve their work difficulties.</p> <p>4.3 Poor work performance is managed within the organization's processes.</p>

	<p>4.4 Conflict is managed constructively within the organization's processes.</p> <p>4.5 Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organizations and legislative requirements.</p>
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Variables	Range
Legislation, codes and national standards relevant to the workplace which may include:	<ul style="list-style-type: none"> • Award and enterprise agreements and relevant health sector instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant health sector codes of practice
At EQF(Ethiopian Qualification Framework) level- 5 frontline management will normally be engaged in a workplace context where they:	<ul style="list-style-type: none"> • Engage in short to medium term planning within the organization's business plans. For example, prepares six monthly plan of the department's productivity targets within the organization's business plans • Take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organization's standards of management • Take limited responsibility for the quality and quantity of the output of others. For example, using the organization's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of key performance indicators • Perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organization's standard range of services • Apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem • Identify, analyze and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department's

	operating procedures and given the organization's standard documentation, considers the information provided and prepares a recommendation for consultation
Frontline management at this level normally operate in a relatively simple and routine workplace environment in which they use the organization's:	<ul style="list-style-type: none"> • Goals, objectives, plans, systems and processes • Quality and continuous improvement processes and standards • Access and equity principles and practice • Business and performance plans • Defined resource parameters • Ethical standards
Sources of information may be:	<ul style="list-style-type: none"> • Internal or external and print or non-print
The organization's social, ethical and business standards refers to:	<ul style="list-style-type: none"> • Those relevant to frontline management's work activities. They may be written or oral, stated or implied
Colleagues may include:	<ul style="list-style-type: none"> • Team members, employees at the same level and more senior managers, and may include people from a wide Variety of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organization than at EQF level 3
Customers and suppliers would typically be from:	<ul style="list-style-type: none"> • Internal sources, although there may be some limited external contact •
Networks may be:	<ul style="list-style-type: none"> • Internal and/or external. They may be with individuals or groups, either through established structures or through unstructured arrangements
Guidance and support may be: OHS considerations may include:	<p>Provided by frontline management or arranged from alternative internal or external sources</p> <ul style="list-style-type: none"> • OHS practice as an ethical standard and legislative requirement • Organization's responsibilities to customers and suppliers • Adjust communication and OHS approach to cater for social and cultural diversity

Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this standard must be able to provide evidence that they are able to</p> <ul style="list-style-type: none"> • Establish and maintain positive work relationships • Develops trust and confidence • Accesses and analyses information to achieve planned outcomes • Resolves problems and conflicts effectively and efficiently

Underpinning Knowledge and Attitudes	<p>At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts:</p> <ul style="list-style-type: none"> • Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard • Relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • The principles and techniques associated with: <ul style="list-style-type: none"> • Developing trust and confidence • Consistent behavior in work relationships • Identifying the cultural and social environment • Identifying and assessing interpersonal styles • Establishing networks • Problem identification and resolution • Handling conflict • Managing poor work performance • Managing relationships to achieve planning responsibilities • Monitoring and introducing ways to improve work relationships • Contributing to the elimination of discrimination/bias
Underpinning Skills	<ul style="list-style-type: none"> • Communication skills including researching, analyzing and interpreting information from a variety of people, reporting • Responding to unexpected demands from a range of people • Using consultative processes effectively • Forging effective relationships with internal and/or external people • Gaining the trust and confidence of colleagues • Dealing with people openly and fairly • Using coaching and mentoring skills to provide support to colleagues • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource Implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • Competence may be assessed in the work place or in a simulated work place setting • This unit should be assessed with other frontline management units taken as part of this qualification and as applicable to the candidate's leadership role in a work teams

Occupational Standard: Nursing Services Management Level V	
Unit Title	Apply Effective Communication Skills in Nursing Practice
Unit Code	HLT NSM5 03 0611
Unit Descriptor	This unit describes the skills and knowledge required for effective communication in complex communication situations and its application to nursing practice; the function and purpose of small groups; meeting procedures; and the dynamics of group work and evaluation as a tool for continuous improvement.

Elements	Performance Criteria
1. Use effective communication skills in complex situations	<p>1.1 Principles of effective communication, with an understanding of communication processes and factors that facilitate and inhibit communication are applied.</p> <p>1.2 Opportunities are maximized for staff to involve clients, family and cares in their care and treatment.</p> <p>1.3 The roles and responsibilities of various health care personnel involved in communicating in complicated situations are taken into account.</p> <p>1.4 All documentations detailing complicated and difficult situations complying with legal requirements are completed.</p> <p>1.5 Respectful and confidential manner is applied throughout all communications.</p> <p>1.6 Therapeutic environment is provided in all interactions with clients through a caring, sensitive, confident and reassuring manner.</p> <p>1.7 Politeness, respect and empathy are demonstrated in all interactions with clients, family and cares.</p> <p>1.8 Health terminology is used correctly in written and verbal communication with clients, family, cares and colleagues, using accurate spelling and pronunciation.</p>
2. Deliver complex information effectively	<p>2.1 Complex information is delivered in a manner that is clearly understood by clients, cares, colleagues and others.</p> <p>2.2 Time is allowed for complex information to be comprehended by taking into account people's differing levels of understanding.</p> <p>2.3 Clients, family and cares are actively encouraged to share their information.</p> <p>2.4 Understanding of information by clients, cares, colleagues and others is confirmed.</p> <p>2.5 Effective communication is applied in an emergency</p>

	<p>situation in line with the health organizational policy and procedure and in consultation/collaboration with authorized health personnel.</p> <p>2.6 Stressful situations are addressed using effective communication skills or referred to the most appropriate health care team member for resolution.</p> <p>2.7 Complex information is delivered to clients/cares in a manner that enhances understanding and prevents 'information overload'.</p>
3. Identify and address actual and potential constraints to communication	<p>3.1 Actual and potential constraints are identified to effective communication in the workplace.</p> <p>3.2 Communication strategies and techniques appropriate to a range of varying complicated situations are identified and applied.</p> <p>3.3 Early signs of potential complications or difficult situations are identified.</p> <p>3.4 Strategies are implemented to address complicated or difficult communication situations in line with the relevant policies, procedures and within scope of role.</p> <p>3.5 Roles of other health professionals involved in complicated communication situations are clarified.</p> <p>3.6 The issues and needs of people are clarified and addressed by taking into account differing cultures, religious practices, language, physical disability and emotional state.</p>
4. Evaluate the effectiveness of communication in complicated situations	<p>4.1 Outcomes of communication strategies are documented and reported to address complicated situations.</p> <p>4.2 Appropriate health personnel is referred when situation is outside own role and responsibility.</p> <p>4.3 Assessment of the effectiveness of communication strategies in complicated situation is assisted.</p> <p>4.4 Availability of debriefing sessions is ensured for self and staff following difficult situations.</p>
5. Use information technology	<p>5.1 Computers and related information technologies are used to support nursing practice.</p> <p>5.2 Organizational protocols for electronic communication with clients, family and careers are complied.</p> <p>5.3 Information technology, including the internet is used to access data appropriate to own role and organizational requirements.</p> <p>5.4 Basic computing and word processing skills are used to access, develop and manipulate information in line with</p>

	own role and organizational requirement.
6. Lead small group discussions	<p>6.1 Changing group dynamics is monitored and responded appropriately.</p> <p>6.2 Purpose of group meetings is clarified and discussions are managed in line to achieve the identified objectives</p> <p>6.3 Appropriate meeting procedures are implemented and roles of members to support effective contribution are discussed.</p>
7. Give and receive feedback for performance improvement	<p>7.1 Feedback is used as a tool to achieve performance improvement.</p> <p>7.2 Appropriate language and a respectful manner are used to achieve performance improvement through feedback.</p> <p>7.3 Strategies are applied to deliver constructive outcomes from giving and receiving feedback.</p> <p>7.4 Own performance is assessed as a basis for assessing the performance of others and providing feedback.</p> <p>7.5 Mentoring is undertaken within the scope of practice</p>
8. Use the principles and processes of open disclosure effectively	<p>8.1 Organizational principles and processes of open disclosure are applied in consultation/collaboration with the registered nurse.</p> <p>8.2 Organization processes are followed for notifying adverse events to clients, family or caregivers.</p> <p>8.3 Potential impact of adverse events on clients, family and caregivers is outlined.</p> <p>8.4 Clients are communicated effectively after an adverse event in consultation/collaboration with the authorized health personnel.</p> <p>8.5 Own role and responsibilities are addressed in relation to open disclosure in line with the organizational policies and procedures</p> <p>8.6 Principles and practices of risk management and quality improvement in regard to open disclosure are applied in consultation/collaboration with an authorized health personnel.</p>

Variables	Range
Common terms associated with communication may include	<ul style="list-style-type: none"> • Active listening • Argument • Body language • Brainstorming • Counseling • Debate

	<ul style="list-style-type: none"> • Discussion • Electronic aids • Empathy • Facial expression • Interview • Intimate space • Non-verbal communication – space, gesture, expression, posture, dress, Voice tone, gaze • Public space • Reflective listening • Self disclosure • Social space • Symbols and pictures • Sympathy • Touch • Trust • Verbal communication • Written communication 		
Effective communication may include the use of:	<ul style="list-style-type: none"> • Non-verbal communication • Establishing rapport • Empathy and sympathy • Honesty and openness • Active and reflective listening • Conflict resolution • Therapeutic touch • Use of personnel with special communication skills e.g. use of interpreters 		
Communication process must include:	<ul style="list-style-type: none"> • Information • Encoder / sender • Decoder / receiver • Channel • Message • Feedback 		
Factors affecting communication may include:	<ul style="list-style-type: none"> • Age • Bereavement and grief • Cognitive impairment • Culture • Discrimination • Educational background • Emotional state • Environment (e.g. noise) • Gender • Illness • Language • Non-verbal communication • Pain and discomfort • Perceptions 		
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	<ul style="list-style-type: none"> • Personal bias • Physical constraints to hearing, sight and speech • Socialization • Stereotyping • Stress • Urgency of situation • Values and beliefs
Complicated or difficult situations may include:	<ul style="list-style-type: none"> • Post suicide attempts • Drug and alcohol affected people • Disabilities • Hearing impaired • Personal threat • Aggression • Anger • Emergency and crisis situations • Trauma • Death • Grief and loss • Open disclosure includes: <ul style="list-style-type: none"> ➤ Provision of an open consistent approach to communicate with clients following an adverse event ➤ Expressing regret for what has happened ➤ Keeping the client informed and providing feedback on investigations includes steps taken to prevent an event from happening ➤ Provides information that enables systems of care to be changed or to improve client safety
Oral communication may include:	<ul style="list-style-type: none"> • Responding to questions and delivering health care environment information • Interpretation of complicated situations • Questioning, clarifying and confirming information • Explaining information , procedures and descriptions
Constraints to effective communication may include:	<ul style="list-style-type: none"> • Environment difficulties • Family and/or friends involvement • Language difficulties • Hearing and/or speech impairments • Religious, social, spiritual or cultural factors • Emotional state
An adverse event means:	<ul style="list-style-type: none"> • An incident in which unintended harm resulted to a person receiving care
Stressful situations may be:	<ul style="list-style-type: none"> • Staff centered • Client centered
Terms associated with group dynamics may include:	<ul style="list-style-type: none"> • Leadership styles • Teams • Group behaviors • Cooperation • Diversity

	<ul style="list-style-type: none"> • Conflict • Consensus • Internal conflict • Interpersonal conflict • Aggression • Assertion • Passivity • Time management • Trust • Forming • Brain storming • Performing • Mourning/reforming 		
Characteristics of effective partnerships include:	<ul style="list-style-type: none"> • Confidentiality • Trust • Self reflection • Social conversation • Creating a therapeutic environment • Encouraging autonomy and independence 		
Performance improvement may include:	<ul style="list-style-type: none"> • Use of health care environment and professional standards • Effective and constructive feedback • Evaluation of all performances • Use of constructive comments • Accountability for own actions and evaluation • Performance appraisal against role statement and/or environment contract • Professional development based on personal and professional identified needs • Remediation as identified by self and/or others 		
Self assessment strategies may include:	<ul style="list-style-type: none"> • Setting goals • Journal writing • Reflective learning principles • Professional development activities • Performance appraisal • Evaluating own performance 		
Health terminology may include (but should not be limited to):	<ul style="list-style-type: none"> • Anatomy and physiology terms • Medical conditions • Medical investigations and procedures • Abbreviations for medical and pharmacological terms • Names of equipment and instruments • Medico-legal terminology 		
Conflict resolution strategies may include:	<ul style="list-style-type: none"> • Win/win • Win/lose • Lose/lose • Compromising • Confronting • Withdrawing 		
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	<ul style="list-style-type: none"> • Forcing • Peace maker • Three-part statement • Broken record
Meeting procedures may include:	<ul style="list-style-type: none"> • Types of meetings (formal, semi-formal, informal) • Handover • Agenda formation • Purpose of the meeting • Attendees • Duration of meeting • Day, date, time and venue • Key roles (chairperson, note-taker) • Summarizing and evaluating processes
Terms associated with meetings may include:	<ul style="list-style-type: none"> • Agenda • Minutes • Apologies • Business arising • General business • Propose • Second • Motion • Parliamentary procedure • Consensus • Compromise • Concession • Interview • Performance improvement
Common terms associated with performance improvement may include:	<ul style="list-style-type: none"> • Standards • Benchmark • Feedback • Evaluation • Constructive criticism • Accountability • Performance appraisal • Performance management • Professional development • Strategic plan • Remediation • Evaluation of own performance • Self disclosure • Reflective learning principles • Professional development activities

Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this standard must be able to provide evidence that they are able to:</p> <ul style="list-style-type: none"> • Use effective communication skills in complex situation • Deliver complex information effectively • Identify and address actual and potential constraints to communication • Evaluate effectiveness of communication in complicated situations • Use information technology • Lead small group discussions • Give and receive feedback for performance improvement • Use the principles and processes of open disclosure effectively
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Confidentiality principles • Group dynamics • Issues and needs of clients such as: culture, religious practices, language, physical disabilities and emotional disorders etc. • Legal implications of documentation/duty of care • Medical terminology • Potential constraints to effective communication • Principles of informed consent • Principles, processes and practices of open disclosure • Risk assessment in critical and non-critical clinical situations • Statutory framework within which nursing takes place
Underpinning Skills	<p>Essential skills includes the ability to:</p> <ul style="list-style-type: none"> • Apply Professional Standards of Practice: <ul style="list-style-type: none"> ➤ ENA code of conduct and ethics ➤ National competency standards ➤ State/territory Nurse Regulatory Nurses Act ➤ State/territory Nursing and Midwifery Regulatory Authority standards of practice ➤ scope of nursing practice decision making framework • Apply problem solving skills, including an ability to use tools and techniques to solve problems, analyze information and make decisions that require discretion and confidentiality • Comply with: <ul style="list-style-type: none"> ➤ open disclosure processes ➤ principles of informed consent • Communicate effectively with clients and other staff • Provide mentoring in line with jurisdictional regulatory requirements • Recognize and address the special needs of clients • Record assessment outcomes according to organization policy and procedures which may include electronic data

	<p>systems</p> <ul style="list-style-type: none"> • Report and record clinical information using appropriate medical terminology • Use information technology to support nursing practice • Use interpersonal skills, including working with others, empathy with clients, family and colleagues, using sensitivity when dealing with people and relating to persons from differing cultural, spiritual, social and religious backgrounds • 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. The work may involve using interpreters • 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 • Utilize organization protocols for electronic communication
Resource Implications	<ul style="list-style-type: none"> • Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible, prior to assessment in the workplace
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • Competence may be assessed in the work place or in a simulated work place setting • This unit should be assessed with other frontline management units taken as part of this qualification and as applicable to the candidate's leadership role in a work teams

Occupational Standard: Nursing Services Management Level V	
Unit Title	Manage Personal Stressors in the Work Environment
Unit Code	HLT NSM5 04 0611
Unit Descriptor	This unit involves recognizing stress in the work environment and developing a personal stress management plan. It also involves providing and receiving support from colleagues in the management of stress at work.

Elements	Performance Criteria
1. Develop personal stress management plan	<p>1.1 Potential causes of stress are recognized so that immediate action can be taken to reduce or eliminate the stress.</p> <p>1.2 Work is organized to minimize stress whenever possible.</p> <p>1.3 Personal stress management plan is developed in consultation with the supervising officer.</p> <p>1.4 Personal stress levels and the effectiveness of the stress management plan are constantly monitored and action taken when necessary.</p>
2. Offer support to colleagues	<p>2.1 Team members and colleagues are observed after incidents for signs of stress.</p> <p>2.2 Stressful incidents are informally debriefed as soon as possible so that prompt action can be taken to minimize stressful reactions.</p> <p>2.3 Constructive support is offered to encourage the management of personnel stress.</p> <p>2.4 Need for further stress counseling is identified and prompt action taken.</p>
3. Receive support from colleagues	<p>3.1 Level of personal stress and factors affecting stress are recognized so that prompt action can be taken to reduce or eliminate the effects of stress.</p> <p>3.2 Support from colleagues is sought when needed and accepted where appropriate.</p> <p>3.3 Need for further stress counseling is recognized and promptly sought.</p>

Variables	Range
Support may include, but is not limited to:	<ul style="list-style-type: none"> • Informal debriefing with colleagues • Local peer support programs • Other service resources
Potential causes of Stress may include:	<ul style="list-style-type: none"> • Work burden • Personal behavior • Low income • Unfair work management

	<ul style="list-style-type: none"> • Poor interpersonal interaction • Resource limitation 	<ul style="list-style-type: none"> • Others
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Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this standard must be able to provide evidence that they are able to:</p> <ul style="list-style-type: none"> • Receive support from colleagues • Identify stress in others and take steps • Develop personal stress management plan • Offer support to colleagues
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Factors and circumstances likely to cause personal stress • Methods of controlling stress • Service support programs and other available resources
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> • Oral communication skills (language competence) required to fulfill job roles as specified by the organization/service. Oral communication skills include asking questions, active listening, an ability to discuss issues relating to stress with colleagues and supervisor, acknowledging and responding to a range of views. • Written communication skills required to fulfill job roles as specified by organization/service. The level of skill may range from reading and understanding incident reports, to preparing a personal stress management plan. • Interpersonal skills required include working with others, empathy with colleagues and an ability to relate to persons from differing cultural, social and religious backgrounds • Problem solving skills required include an ability to use available resources, analyze information and make decisions to effectively manage personal stress within the working environment
Resource Implications	<ul style="list-style-type: none"> • Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible, prior to assessment in the workplace
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • Competence may be assessed in the work place or in a simulated work place setting • This unit should be assessed with other frontline management units taken as part of this qualification and as applicable to the candidate's leadership role in a work teams

Occupational Standard: Nursing Services Management Level V	
Unit Title	Monitor and Evaluate Nursing Care Plan
Unit Code	HLT NSM5 05 0611
Unit Descriptor	This competency unit describes the knowledge and skills required to implement nursing care plans for individual clients and evaluate the care provided in a range of health environments.

Elements	Performance Criteria
1. Establish and maintain therapeutic relationships with clients	<p>1.1 <i>Actual and potential nursing care needs</i> are identified in consultation/collaboration with the client.</p> <p>1.2 Client needs for health education and implement education are identified within the scope of nursing practice and in consultation/collaboration with the registered nurse.</p> <p>1.3 All nursing interventions are introduced and explained, using the appropriate language and interpersonal skills to address the diverse needs of clients and health care settings.</p> <p>1.4 Safe environment is established and maintained through effective communication with clients, family and careers.</p> <p>1.5 The nurse advocates for a clients within the scope of practice.</p> <p>1.6 Cultural, spiritual and religious backgrounds of the client are addressed in nursing practice.</p> <p>1.7 Health teachings are incorporated into practice within role responsibility.</p> <p>1.8 Responsibility and accountability for implementing nursing care are demonstrated within the scope of practice.</p>
2. Assist client in activities of daily living	<p>2.1 Clients are explained the importance of hygiene and grooming to achieve health outcomes.</p> <p>2.2 Clients are assisted to address hygiene, dressing and grooming needs.</p> <p>2.3 Conditions which affect the oral cavity are described and demonstrated to effective oral hygiene to client.</p> <p>2.4 Client nutritional needs are identified in consultation/ collaboration with the client and their significant others.</p> <p>2.5 Clients are assisted with their diet and fluid intake and ensured nutritional needs are met in consultation/collaboration with registered nurse.</p> <p>2.6 Strategies are applied to assist clients with diet and fluid</p>

	<p>intake.</p> <p>2.7 Emergency situations associated with diet and fluid intake are recognized and managed.</p> <p>2.8 Clients are assisted with key aspects of elimination.</p> <p>2.9 Clients key factors associated with fluid balance and bowel charts are explained and demonstrated.</p> <p>2.10 Respiratory function especially deep breathing and coughing exercises are assisted.</p> <p>2.11 Appropriate measures are used to promote comfort, rest and sleep.</p>
3. Assist with movement of clients	<p>3.1 <i>Principles and techniques of safe manual handling</i> applied when assisting clients with movement.</p> <p>3.2 Situations of risk or potential risk and implement <i>risk prevention/minimization strategies</i> are identified and referred to registered nurse as appropriate.</p> <p>3.3 Clients encouraged actively contributing to their own mobility.</p> <p>3.4 Clients are assisted to safely transfer using appropriate mobility procedures with reference to safety of self, client and others involved.</p> <p>3.5 Common pressure area are identified with reference to the needs of each individual client and implement appropriate strategies to prevent and manage decubitus ulcers.</p> <p>3.6 <i>Factors contributing to the formation of decubitus ulcers</i> and practices to avoid breakdown of pressure areas are identified and described.</p>
4. Prepare clients for procedures	<p>4.1 Each client is provided with a full explanation regarding the preparation for specific procedures.</p> <p>4.2 Privacy and dignity of client are maintained throughout their duties.</p> <p>4.3 Documentation is completed as per the organizational policy and procedures.</p> <p>4.4 Validity of consent and report any concerns to the registered nurse are observed as appropriate.</p>
5. Provide nursing care to meet identified needs	<p>5.1 Participate in the implementation of a plan of nursing care in line with the duty of care, OHS policies and procedures.</p> <p>5.2 The application of safe workplace procedures is monitored as per the OHS policies, organization policies and procedures.</p> <p>5.3 The application of infection control principles is monitored in all work activities.</p>

	<p>5.4 Work activities are prioritized to meet acuity of client's needs and maintain a balanced approach to own workload.</p> <p>5.5 Work in a manner that maintains the client's privacy and dignity and demonstrates best practice based on a full range of relevant information including scientific rationale</p> <p>5.6 Nursing procedures are undertaken as delegated within the nursing team and scope of practice.</p> <p>5.7 Strategies are applied to <i>promote comfort, rest and sleep</i>.</p> <p>5.8 Appropriate nursing actions are implemented to prevent and manage decubitus ulcers in consultation/ collaboration with a registered nurse.</p> <p>5.9 Appropriate immediate action is implemented to address urgent needs and document and report as appropriate.</p> <p>5.10 Risk prevention strategies are implemented to the appropriate delivery of nursing care.</p> <p>5.11 Accurate documentation and adherence are maintained to the reporting requirements to support safe practice as per the organizational policies and procedures.</p>
<p>6. Monitor and evaluate clients during care</p>	<p>6.1 Ongoing observation and assessment is maintained during nursing care.</p> <p>6.2 The use of diagnostic tools is monitored and documented results.</p> <p>6.3 Client's progress and changes are monitored and evaluated within the nursing role.</p> <p>6.4 Changes in client independence or pain tolerance are assessed and documented within the scope of nurse practice.</p> <p>6.5 Changes in condition/baseline data/behavior are recorded and reported to the registered nurse, as appropriate.</p> <p>6.6 Client outcomes are documented in nursing care plan.</p> <p>6.7 Situations of risk are responded to and reported to authorize health personnel.</p> <p>6.8 Signs and symptoms of common emergency situations are identified and responded appropriately.</p> <p>6.9 Respect for the client's attitudes and values in regard to resuscitation are demonstrated.</p> <p>6.10 Emergency codes are used correctly.</p>
<p>7. Prepare the client for discharge in consultation/</p>	<p>7.1 Client needs for community support services on discharge are identified and clarified for appropriate community support services.</p>

collaboration with registered nurse	<p>7.2 Promote client awareness and understanding through health education within the scope of practice.</p> <p>7.3 All clients' requirements for discharge, next appointment, medications, and any referrals are ensured.</p> <p>7.4 Documentation is completed as per the policy and procedure</p>
8. Evaluate nursing care provided	<p>8.1 Own contribution to nursing care is evaluated in consultation/collaboration with the client and authorized health personnel.</p> <p>8.2 Plan of nursing care is evaluated in consultation/collaboration with the multidisciplinary team and/or authorized health personnel nurse.</p> <p>8.3 Nursing care in light of potential and actual client outcomes is evaluated.</p> <p>8.4 Risk prevention and management strategies applied in delivery of nursing care are evaluated.</p> <p>8.5 Implications and risks related to alterations in normal physiological functioning and hospitalization, and may relate to problems of the <i>body systems</i> demonstrated and understood.</p> <p>8.6 All aspects of evaluation of nursing care provided are documented and reported Health Training Package.</p>

Variables	Range
Therapeutic relationships include:	<ul style="list-style-type: none"> • Nurse/client • Nurse/significant other • Client/client • Nurse/nurse • Nurse/multidisciplinary health care team
Actual and potential nursing care that clients may need assistance with includes:	<ul style="list-style-type: none"> • Hygiene and toileting • Elimination/incontinence • Physical comfort • Sleep disturbances • Health education • Oral/dental care • Immobility • Respiration and circulation • Fluid and nutritional deficits • Pain • Wounds – acute and chronic • Stress • Underlying medical condition

	<ul style="list-style-type: none"> • Social emotional and financial issues • Sensory deficits • Cognitive deficits
Risks or potential risks due to hospitalization/medical treatment may include:	<ul style="list-style-type: none"> • Adverse reactions • Shock/hemorrhage • Deep vein thrombosis/pulmonary embolism • Nosocomial infection • Skin tears/pressure ulcer formation • Constipation • Loss of muscle tone • Slips and falls • Social isolation • Sleep deprivation • Challenging behavior • Refusal of treatment
Risk prevention strategies:	<ul style="list-style-type: none"> • Recording of allergies • Monitoring of client vital sign • Other monitoring as required e.g. fluid balance, blood sugar levels • Pressure area care • Anti-emboli stockings/DVT prophylaxis • Aseptic technique/universal precautions • Passive and active exercises • Bed rails • Assistance with transferring
The broad principles of manual handling may include:	<ul style="list-style-type: none"> • Body mechanics • Organization policy and procedures • Risk minimization and 'no-lift' policies • Back care • Ergonomics • State/Territory Occupational Health and Safety Act • Safe operation of equipment
Manual handling techniques must include:	<ul style="list-style-type: none"> • Transferring a client from bed to chair and vice versa • Assisting a client to ambulate • Moving a client in the bed • Client falls
Factors contributing to mobility may include:	<ul style="list-style-type: none"> • Client health status • Active and passive exercises • Equipment availability • Culture • Environment
Transfer/mobility devices/equipment may include:	<ul style="list-style-type: none"> • Hoist • Wheelchairs • Walking frames • Slide sheets • Walking aids

Purpose of hygiene and grooming may include:	<ul style="list-style-type: none"> • Cleanliness • Assessment of skin • Self esteem • Social aspects 		
Hygiene may include:	<ul style="list-style-type: none"> • Showing and showering trolley • Bed bath/sponge • Bath 		
Grooming may include:	<ul style="list-style-type: none"> • Brushing hair • Facial shavings • Nail care • Cleaning and applying glasses • Cleaning and inserting hearing aid • Application of makeup and jeweler • Application of prostheses and orthoses 		
Conditions of the oral cavity may include:	<ul style="list-style-type: none"> • Dry mouth, gums and tongue • Halitosis • Pale or bleeding mucosa and gums including tongue • Candida albicans (thrush) • Herpes Simplex/cold sores • Ulcers of the mucosa, gums and tongue • Ill fitting dentures • Deviations of tongue alignment • Stomatitis/Gingivitis • Cleft palate/lip • Dental caries 		
Oral hygiene may includes:	<ul style="list-style-type: none"> • Brushing teeth • Mouth wash/Gargle • Mouth toilet • Application of lip emollient 		
Assisting a client with diet and fluid intake may include ensuring:	<ul style="list-style-type: none"> • Comfort • Hygiene and elimination needs met • Serviette provided/presentation of meal • Meal size and food preference • Placement of meal to facilitate appetite • Suitable utensils and condiments offered • Rate of eating and fluids offered • Encourage independence • Meal completion, hygiene and comfort needs met • Visual and hearing impairment considered • Swallowing impairment • Cognitive and physical impairment • Fasting and restricted fluids 		
Strategies to assist may include:	<ul style="list-style-type: none"> • Position and environment 		
Key aspects of elimination may include:	<ul style="list-style-type: none"> • Bedpan/Urinal/Commode • Enemas/Suppositories 		
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	<ul style="list-style-type: none"> • Perineal care • Continence aids • Privacy and dignity • Positioning and hygiene • Disposal of waste • Odour control
Key aspects associated with fluid balance and bowel charts may include:	<ul style="list-style-type: none"> • Intake and output measurements in milliliters, • Totalled with positive/negative balance calculated on • fluid balance chart • Diet intake chart • Accurate and continuous documentation • Description of stool on bowel chart • Report variances as per environmental policies
Factors contributing to formation of decubitus ulcers may include:	<ul style="list-style-type: none"> • Intrinsic • Extrinsic
Strategies for prevention and management of decubitus ulcers may include:	<ul style="list-style-type: none"> • Pressure risk assessment scales • Use of pressure relieving devices • Regular observation of skin condition\ • Repositioning
Rest may include:	<ul style="list-style-type: none"> • Power naps/meditation/relaxation techniques
Factors that promote and impede comfort, rest and sleep may include:	<ul style="list-style-type: none"> • Routine and position • Environment/equipment • Emotional state/pain physical state • Medication • Nursing interventions • Visitors/other clients
Bed making may include:	<ul style="list-style-type: none"> • Occupied • Unoccupied
Admission and discharge may include:	<ul style="list-style-type: none"> • Admission documentation/application of client identification • Collection of data • Care of valuables/Identification of belongings • Orientation to unit • Diet and fluids need identified • Identify and storage of current medication/s • Commence discharge plan • Return belongings and medications • Documentation of time of discharge • Appointments for follow up • Ensure transport organized
Risk minimization strategies or nurses may include:	<ul style="list-style-type: none"> • Hazard assessment/reporting/risk minimization • Maintenance of regular contact with members of the care team/nurse supervisor • Referral of self appropriately for debriefing/counseling • Attention to own health and rest requirements

Recording and reporting requirements include:	<ul style="list-style-type: none"> • Admission and discharge documentation • Client progress notes • Fluid balance charts • Conscious/neurological observations • Specific charting as required • Verbal handovers/case meetings • Critical incident reporting to senior staff • Incident reports • Understanding of work roles of other health team members • Occupational Health and Safety hazard reporting
Safe work practices must include:	<ul style="list-style-type: none"> • Personal Protective Equipment • Duty of Care • Needle stick injury • Cleaning, decontamination and storage of equipment • Fire and evacuation procedures • Standard precautions • Critical incident • Workplace harassment/Aggression and Violence • Manual Handling
Principles of Infection Control must include:	<ul style="list-style-type: none"> • Hand washing • Standard precautions • Handling of specimens • Body systems include: Cardiovascular system • Gastrointestinal tract • Urinary tract • Musculoskeletal system • Nervous system • Endocrine system • Integumentary system • Reproductive system
Emergency situations may include:	<ul style="list-style-type: none"> • Choking and aspiration • Burn/scald • Allergic reaction • Cardiac arrest
Family structure may include:	<ul style="list-style-type: none"> • Nuclear • Extended and blended • Single parent • Same gender parents • Communal • Cohabitative • Foster/Adoptive
Cultural factors that influence nursing care may include:	<ul style="list-style-type: none"> • Gender of career/health professionals • Dress code • Dietary preferences • Spiritual practices • Strict hygiene practices

	<ul style="list-style-type: none"> • Refusal of treatment and drugs • Taboos • Concept of personal space • Personal possessions • Traditional care of the people eg. • elderly/children/disabled
Strategies to incorporate spiritual beliefs into nursing practice may include:	<ul style="list-style-type: none"> • Accommodation of prayer times • Fasting • Chapel • Quiet rooms • Pastoral care

Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this standard must be able to provide evidence that they are able to:</p> <ul style="list-style-type: none"> • Establish and maintain therapeutic relationships with clients • Assist client in activities of daily living • Assist with movement of clients • Prepare clients for procedures • Provide nursing care to meet identified needs • Monitor and evaluate clients during care • Prepare the client for discharge in consultation/collaboration with registered nurse • Evaluate nursing care provided
Underpinning Knowledge and Attitudes	<p>Essential knowledge include:</p> <ul style="list-style-type: none"> • Activities of daily living • Cross cultural communications • Deviations from normal anatomy and physiology • Discharge policy and planning requirements • Documentation and reporting requirements, including mandatory reporting requirements • Environment policy and procedure • Factors that promote and impede comfort, sleep and rest • Legislation relating to medication administration • Lifespan approach to anatomy and physiology • Maintaining a safe environment • Manual handling an 'no lift' policy • Microbiology and pathogenesis relating to nosocomial infection • Occupational health and safety legislation • Organization policies and procedures • Purpose of hygiene and grooming • Risk identification related to episodic care are:

	<ul style="list-style-type: none"> ➤ Age ➤ Anesthesia and surgery ➤ Cognitive status ➤ Deep vein thrombosis/pulmonary embolism ➤ Immobility ➤ Length of stay ➤ Mental illness ➤ Non-compliance ➤ Nutritional status ➤ Pain ➤ Presence of morbidity • Risk prevention strategies <ul style="list-style-type: none"> ➤ Active/passive exercises ➤ Asepsis/universal precautions ➤ Falls assessment ➤ Maintenance of skin integrity ➤ Pressure area care • Safe work procedures and manual handling
Underpinning Skills	<p>Essential skills:</p> <ul style="list-style-type: none"> • Apply problem solving skills, including use of tools and techniques to solve problems, analyze information and make decisions that require discretion and confidentiality • Apply Professional Standards of Practice: <ul style="list-style-type: none"> ➤ ENA code of conduct and ethics ➤ State/territory Nurse Regulatory Nurses Act ➤ Scope of nursing practice decision making framework • Apply nursing interventions/procedures, including: <ul style="list-style-type: none"> ➤ mobility: <ul style="list-style-type: none"> ✓ Manual handling/risk assessment ✓ Assist with mobility ✓ Positioning/active and passive exercises ➤ Feeding a client ➤ Specimens: <ul style="list-style-type: none"> ✓ Collection of specimens ✓ Urinalysis ➤ Rest and sleep ➤ Bed making ➤ Bathing and showering ➤ Pressure area care ➤ Eye ➤ Toilet ➤ Nasal toilet ➤ Perineal toilet ➤ Oral hygiene ➤ Dressing and undressing ➤ Assistance with eating and drinking ➤ Maintaining skin integrity ➤ Nebulisers, puffers, peak flow assessment, oxygen

	<ul style="list-style-type: none"> ➤ administration and oximetry ➤ Basic life support ➤ Nasogastric and gastrostomy feeding ➤ Ostomy care ➤ Established tracheostomy care • Demonstrate professional conduct, skills and knowledge • Identify and address risk minimisation needs • Meet nutritional needs • Participate as a member of a health care team • Promote comfort • Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues • Undertake admission and discharge processes • Undertake observation and assessment • Use advanced oral communication skills (language competence) required to fulfil 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 • Use interpersonal skills required, including working with others, empathizing with clients, family and colleagues, using sensitivity when dealing with people and an ability to relate to persons from differing cultural, spiritual, social and religious backgrounds • 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
Resource Implications	<ul style="list-style-type: none"> • This unit is most appropriately assessed in the clinical workplace or in a simulated clinical work environment and under the normal range of clinical environment conditions • Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
Methods of Assessment	<ul style="list-style-type: none"> • Competence may be assessed through: • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • Competence may be assessed in the work place or in a simulated work place setting • this unit should be assessed with other frontline management units taken as part of this qualification and as applicable to the candidate's leadership role in a work teams

Occupational Standard: Nursing Services Management Level V	
Unit Title	Foster a Positive Organizational Image in the Community
Unit Code	<u>HLT NSM5 06 0611</u>
Unit Descriptor	This unit covers the competency to enable effective two-way communication with the community, and to promote a positive public image.

Elements	Performance Criteria
1. Promote the organization in the community	<p>1.1 Community requests for information or participation are responded to in accordance with the organization's policies and procedures.</p> <p>1.2 Opportunities to explain and promote the organization's activities are acted on to promote community recognition and support.</p> <p>1.3 Non-routine requests for information are referred to an appropriate person.</p>
2. Represent the organization in the community	<p>2.1 The organization's position on particular issues is represented in a way that acknowledges community concerns and promotes community awareness.</p> <p>2.2 Communication and presentation to the public enhances the organization's public image.</p>
3. Advise and involve the community in public safety activities	<p>3.1 The community is advised of a range of prevention and mitigation techniques.</p> <p>3.2 Community members are informed and skilled to implement prevention and mitigation activities.</p> <p>3.3 Community is assisted to initiate, develop and conduct prevention and mitigation techniques addressing their own particular needs.</p>

Variables	Range		
Information may include:	<ul style="list-style-type: none"> • How to participate • Publicity material • Contact information • Prevention and mitigation strategies 		
Community may include:	<ul style="list-style-type: none"> • Local community • Business community including a range of ages and persons from culturally and linguistically diverse backgrounds • People with a disability 		
Opportunities to promote may	<ul style="list-style-type: none"> • Answering general enquiries 		
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include:	<ul style="list-style-type: none"> • Presentations at community group gatherings • Special interest forums • Other organization forums • Community events and festivals • Participating in conferences • Representing organization on associations and committees • School visits
Special promotions may include:	<ul style="list-style-type: none"> • Career promotions • Local shows • Marches and ceremonies • Organization specific weeks and regular state/ national events • Shopping mall promotions
Appropriate person may include:	<ul style="list-style-type: none"> • More senior personnel • Personnel with specific expertise • Community liaison officer • Other organization • Bilingual
Response may include:	<ul style="list-style-type: none"> • Referral • Provide action • Details of where to access further information
Prevention and mitigation techniques may include:	<ul style="list-style-type: none"> • Dances • School/community group visitations/presentations • Station open days • Specific co-operative arrangements with • community groups • Business owners • Shopping centers/malls, etc and should focus on local community issues and the fostering of closer linkages/partnership with policy

Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this standard must be able to provide evidence that they are able to</p> <ul style="list-style-type: none"> • Promote the organization in the community • Represent the organization in the community • Advise and involve the community in public safety activities
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Organizational policy and procedures • Resources available • The type of service the organization engaged in • Community perception towards the organization activities • Community social, cultural and religious perspectives • Restraints of the institution • Funding organization

Underpinning Skills	<ul style="list-style-type: none"> • Communication skill • Problem solving skill • Documentation skill • Report writing skill
Resource Implications	<ul style="list-style-type: none"> • The learner and trainer should have access to appropriate documentation and resources normally used in the workplace • Consistency of performance in order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • Competence may be assessed in the work place or in a simulated work place setting • This unit should be assessed with other frontline management units taken as part of this qualification and as applicable to the candidate's leadership role in a work teams

Occupational Standard: Nursing Services Management Level V	
Unit Title	Manage the Operation of Units/Health Safety Sections
Unit Code	HLT NSM5 07 0611
Unit Descriptor	This unit of competency describes the knowledge, skill and attitude to manage nursing service in a given health facility.

Elements	Performance Criteria
1. Manage the service	<p>1.1 Resources are managed according to the organizational policy.</p> <p>1.2 Services delivered are managed in accordance with the standards and protocols.</p> <p>1.3 Quality of nursing care is managed as per the standard.</p> <p>1.4 Flow of information's are managed based on the organizational policy</p>
2. Complete documentation the	2.1 Records, reports and other documentation concerning management, action taken are completed in accordance with workplace and OHS regulatory requirements

Variables	Range
Resources	<ul style="list-style-type: none"> • Human resource • Financial resource • Material resource • Infrastructure
Flow of information	<ul style="list-style-type: none"> • Horizontal • Vertical
Services delivered	<ul style="list-style-type: none"> • Inpatient service • Outpatient • Emergency services • Community services

Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this standard must be able to provide evidence that they are able to</p> <ul style="list-style-type: none"> • Complete documentation the • Manage the service
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Principles of planning and monitoring health care system, including risk assessment • Leadership in nursing

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	<ul style="list-style-type: none"> • Relevant organizational policy and guideline development components and principles. • Techniques in developing plan of action. • Theories, principles and concepts of nursing service management • Client networking, financing, cost estimation and planning process • Local client Health Plans
Underpinning Skills	<ul style="list-style-type: none"> • Communication skill • Basic nursing skills • Research skill • Complex problem solving skills
Resource Implications	<ul style="list-style-type: none"> • The learner and trainer should have access to appropriate documentation and resources normally used in the workplace • Consistency of performance in order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
Methods of Assessment	<ul style="list-style-type: none"> • Competence may be assessed through: • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • Competence may be assessed in the work place or in a simulated work place setting • This unit should be assessed with other frontline management units taken as part of this qualification and as applicable to the candidate's leadership role in a work teams

Occupational Standard: Nursing Services Management Level V	
Unit Title	Develop Team and Individuals
Unit Code	HLT NSM5 08 0611
Unit Descriptor	This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 Learning and development needs are systematically identified and implemented in line with the organizational requirements.</p> <p>1.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented.</p> <p>1.3 Individuals are encouraged to self evaluate performance and identify areas for improvement.</p> <p>1.4 Feedback on performance of team members is collected from relevant sources and compared with the established team learning process.</p>
2. Foster individual and organizational growth	<p>2.1 Learning and development program goals and objectives are identified to match the specific knowledge, skills and requirements of competence standards</p> <p>2.2 Learning delivery methods are done appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3 Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate the individual and team achievement of competencies</p> <p>2.4 Resources and timelines required for learning activities are identified and approved in accordance with the organizational requirements</p>
3. Monitor and evaluate workplace learning	<p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements.</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support.</p> <p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning.</p> <p>3.4 Records and reports of competence are maintained within the organizational requirement.</p>

4. Develop team commitment and cooperation	<p>4.1 Open communication processes to obtain and share information is used by team.</p> <p>4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities.</p> <p>4.3 Mutual concern and camaraderie are developed in the team.</p>
5. Facilitate accomplishment of organizational goals	<p>5.1 Team members actively participated in team activities and communication processes.</p> <p>5.2 Individual and joint responsibility is developed by team members for their actions</p> <p>5.3 Collaborative efforts are sustained to attain organizational goals</p>

Variable	Range
Learning and development needs	<ul style="list-style-type: none"> • Coaching, monitoring and/or supervision • Formal/informal learning program • Internal/external training provision • Work experience/exchange/opportunities • Personal study and Career planning/development • Performance evaluation • Workplace skills assessment • Recognition of prior learning
Organizational requirements	<ul style="list-style-type: none"> • Quality assurance and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organizational policy/guidelines and requirements • Safety policies, procedures and programs • Confidentiality and security requirements • Business and performance plans • Ethical standards • Quality and continuous improvement processes and standards
Feedback on performance	<ul style="list-style-type: none"> • Formal/informal performance evaluation • Obtaining feedback from supervisors and colleagues • Obtaining feedback from clients • Personal and reflective behavior strategies • Routine and organizational methods for monitoring service delivery
Learning delivery methods	<ul style="list-style-type: none"> • On the job coaching or monitoring • Problem solving • Presentation/demonstration • Formal course participation • Work experience and Involvement in professional networks • Conference and seminar attendance

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate able to:</p> <ul style="list-style-type: none"> • Identify and implement learning opportunities for others • Give and receive feedback constructively • Facilitate participation of individuals in the work of the team • Negotiate learning plans to improve the effectiveness of learning • Prepare learning plans to match skill needs • Access and designate learning opportunities
Underpinning Knowledge and Attitude	<ul style="list-style-type: none"> • Coaching and monitoring principles • Diverse work styles, aspirations, cultures and perspective • Team development and improvement • Methods and techniques to obtain and interpreting feedback • Methods for identifying and prioritizing personal development opportunities and options • Career paths and competence standards in the industry
Underpinning Skills	<ul style="list-style-type: none"> • Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management • Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management • Planning skills to organize required resources and equipment to meet learning needs • Coaching and mentoring skills to provide support to colleagues • Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • Facilitation skills to conduct small group training sessions • Ability to relate to people from a range of social, cultural, physical and mental backgrounds
Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Assessment Methods	<p>Competence may be accessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting

Occupational Standard: Nursing Services Management Level V	
Unit Title	Manage Resources
Unit Code	HLT NSM5 09 0611
Unit Descriptor	This unit describes the knowledge and skills required to manage resources in accordance with planned business strategies. It includes analyzing resource requirements, developing resource plans, allocating resources, and reviewing and reporting on resource usage.

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

resource usage	<p>4.2 Compliance with program and project budgets is monitored and corrective action is recommended and taken where necessary</p> <p>4.3 Reports are prepared that clearly indicate the level of performance achieved and any action taken to adjust or rectify procedures in meeting service and product delivery standards</p>
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Variables	Range
Stakeholders may include	<ul style="list-style-type: none"> • Nurses • Community • Non-governmental organizations • Other sectors
Resources may include:	<ul style="list-style-type: none"> • Human • Physical • Financial • Technological and information resources

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of assessment includes:</p> <ul style="list-style-type: none"> • Resource Planning and management • Effective consultation and negotiation with stakeholders • Applying budgeting and financial management • Reasoning and precision of expression
Underpinning Knowledge	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Resource planning and management • Financial management • Business strategies • Concepts of risk management • Organizational goals, policies and procedures • Human resource management
Underpinning Skills	<p>Essential skills required includes:</p> <ul style="list-style-type: none"> • Using effective consultation and negotiation with stakeholders • Writing reports requiring reasoning and precision of expression • Responding to diversity, including gender and disability • Applying budgeting and financial management
Resource Requirements	<p>For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible.</p>
Method of	<p>Competence may be assessed through:</p>

Assessment	<ul style="list-style-type: none"> • Interview / Written Test • Demonstration / Observation with Oral Questioning
Context of Assessment	This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

Occupational Standard: Nursing Services Management Level V	
Unit Title	Conduct Clinical Mentoring in the Work Environment
Unit Code	<u>HLT NSM5 10 0611</u>
Unit Descriptor	This unit describes the clinical mentoring of patient care in the work environment, to ensure optimal delivery of patient care by another person. Competency involved in this unit relates to clinical supervision of care rather than to level of care.

Elements	Performance Criteria
1. Facilitate and mentor the delivery of appropriate patient care	1.1 Appropriate advice is provided and/or support to treating officer or other person. 1.2 Clinical discussions are facilitated about the case. 1.3 Opportunities are encouraged for self-audit of clinical care and identification of further training needs. 1.4 Feedback is directly documented and communicated to treat officer or other person.
2. Oversee welfare of ambulance personnel	2.1 Adequate measures are taken to protect the physical and psychological well being of personnel. 2.2 Appropriate rostering of junior officers and adequate educational follow-up is made available to ensure the future delivery of the required competencies.

Variables	Range
On-job mentoring may include, but is not limited to:	<ul style="list-style-type: none"> • Clinical leadership • Post-case debrief • Planned continuing education programs • Ongoing welfare surveillance of officers

Evidence Guide	
Critical Aspects of Competence	A person who demonstrates competence in this standard must be able to: <ul style="list-style-type: none"> • Facilitate and mentor the delivery of appropriate patient care • Oversee welfare of ambulance personnel
Underpinning Knowledge and Attitudes	Essential knowledge: <ul style="list-style-type: none"> • Basic nursing care • Mentoring and coaching techniques
Underpinning Skills	Essential skills required include: <ul style="list-style-type: none"> • Oral communication skills (language competence) required to fulfill job roles as specified by the organization/service. • Oral communication skills include asking questions, active listening, mentoring and coaching, seeking clarification of

	<p>information, negotiating solutions, acknowledging and responding to a range of views.</p> <ul style="list-style-type: none"> • Written communication skills (literacy competence) required to fulfill job roles as specified by organization/service. The level of skill may range from reading and understanding incident reports and case management materials to preparing feedback reports. • Interpersonal skills required include working with others, empathy with ambulance personnel and an ability to relate to persons from differing cultural, social and religious backgrounds
Resource Implications	<ul style="list-style-type: none"> • Access to appropriate workplace or simulation of realistic workplace setting where assessment can be conducted • Access to equipment and resources normally used in the workplace
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • Competence may be assessed in the work place or in a simulated work place setting • This unit should be assessed with other frontline management units taken as part of this qualification and as applicable to the candidate's leadership role in a work teams

Occupational Standard: Nursing Services Management Level V	
Unit Title	Apply Research Skills in Nursing Care
Unit Code	HLT NSM5 11 0611
Unit Descriptor	This unit of competency describes the skills and knowledge required to demonstrate nursing practice in a contemporary health environment using research skills.

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

5. Participate in nursing research	<p>5.1 An appropriate research approach is applied to nursing practice within the scope.</p> <p>5.2 Appropriate ethical principles and practices are applied in relation to consent and confidentiality of research information.</p> <p>5.3 Nursing research methodologies and resources are used appropriately.</p> <p>5.4 Participated in data collection for nursing research.</p> <p>5.5 Contributed to research toward continuous improvement programs.</p>
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Variables	Range
Research methodologies may include:	<ul style="list-style-type: none"> • Qualitative • Quantitative • Evidence-based practice
Nursing research may include:	<ul style="list-style-type: none"> • Nursing interventions • Client perceptions of the provision of care • Models of nursing care • Political issues confronting nursing practice and health care provision
Examples of nursing research resources may include:	<ul style="list-style-type: none"> • Scope of Nursing Practice Decision-Making • Framework • Evidence based practice • Currency of knowledge • Best practice
Research issues may include:	<ul style="list-style-type: none"> • Euthanasia • Abortion • IVF • Cloning • Stem cell research • Embryonic research • Mandatory detention

Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this standard must be able to provide evidence that they are able to</p> <ul style="list-style-type: none"> • Identify a need for research into health issues • Identify client-related issues in participating in research • Undertake a critical analysis of planned research • Develop a research proposal in consultation/ collaboration with others • Participate in nursing research

Underpinning Knowledge and Attitudes	<p>Essential knowledge:</p> <ul style="list-style-type: none"> • The candidate must be able to demonstrate essential knowledge required to effectively do • the task outlined in elements and performance criteria of this unit, manage the task and • manage contingencies in the context of the identified work role • This includes knowledge of: <ul style="list-style-type: none"> • Age and gender issues for nursing practice • Cultural and religious considerations for nursing practice • Ethical guidelines including confidentiality, duty of care and public liability • Organization policies and procedures and protocols • Role of evidence based practice • Role of the health care team members • Social and personal wellbeing • Socio-economic, physiological, emotional and physical variables • Statutory requirements for data collection and documentation in relation to research
Underpinning Skills	<p>Essential skills:</p> <ul style="list-style-type: none"> • Apply Professional Standards of Practice: <ul style="list-style-type: none"> ➢ ENA code of conduct ➢ ENA code of ethics ➢ State/territory Nurse Regulatory Nurses Act ➢ Scope of nursing practice decision making framework • Use appropriate communication skills(non-verbal, openness, sensitivity, nonjudgmental attitudes): <ul style="list-style-type: none"> ➢ Consultation/collaboration methods ➢ Team negotiation and networking ➢ Analysis and interpretation of evidence ➢ Decision making techniques ➢ Written and oral presentations
Resource Implications	<ul style="list-style-type: none"> • Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • Competence may be assessed in the work place or in a simulated work place setting • This unit should be assessed with other frontline management units taken as part of this qualification and as applicable to the candidate's leadership role in a work teams

Occupational Standard: Nursing Services Management Level V	
Unit Title	Organize Workplace Information
Unit Code	HLT NSM5 12 0611
Unit Descriptor	This unit covers the skills and knowledge required to gather, organize and apply workplace information in the context of an organization's work processes and information management systems.

Elements	Performance Criteria
1. Collect and assess information	<p>1.1 Information held by the organization service is assessed for accuracy and relevance to the organizational requirements.</p> <p>1.2 Methods of collecting information are reliable and make efficient use of available time and resources</p> <p>1.3 Information collected is suitable for analysis, decision making and the development of plans, strategies and options</p> <p>1.4 Information collection is participative and uses appropriate interpersonal skills to access relevant data from individuals and team members</p> <p>1.5 Appropriate interpersonal skills are used to access relevant information from individuals and teams</p>
2. Organize information	<p>2.2 Information is organized in a format suitable for analysis, interpretation and dissemination in accordance with organizational requirements</p> <p>2.3 Business equipment/technology is used to maintain information in accordance with organizational requirements</p> <p>2.4 Information and materials are collected and communicated to relevant designated persons</p> <p>2.5 Difficulties organizing and accessing information are identified and solved collaboratively with individuals and team members</p> <p>2.6 Information is updated and stored in accordance with organizational requirements</p>
3. Review information needs	<p>3.1 Feedback on sufficiency of information is actively sought to ensure relevance of information in accordance with organizational requirements</p> <p>3.2 Contribution of information to decision-making is reviewed and appropriate modifications to collection processes are implemented</p> <p>3.3 Future information needs are identified and incorporated in modifications to collection processes</p>

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

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

Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this standard must be able to provide evidence that they are able to:</p> <ul style="list-style-type: none"> • Providing accurate information for defined purposes • Maintaining and handling data and documents systematically • Checking and reviewing data for relevance and accuracy • Presenting information and data clearly • Identifying and complying with organizational requirements • Using business technology to manage information
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • The relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • Understanding of organization's business and structure • Knowledge of organization's record keeping/filing systems and security procedures and safe recording practices • Knowledge of organizational policies and procedures

	<p>relating to distribution of workplace information and legal and ethical obligations</p> <ul style="list-style-type: none"> • Methods for checking that decisions are consistent with available information • Knowledge of safe record keeping procedures • Understanding methods for checking the validity of information and its sources • Knowledge of preparing and planning documentation • Principles of interpersonal communication
Underpinning Skills	<ul style="list-style-type: none"> • Proofreading and editing skills to ensure clarity of meaning and conformity to organizational requirements, check for accuracy and consistency of information • Planning skills to organize work priorities and arrangements • Problem solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate • Technology skills including the ability to select and use technology appropriate to a task; display information in a format suitable to the target audience • Writing and speaking skills to communicate advice and information effectively • Analytical skills to classify and report information • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource Implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • Competence may be assessed in the work place or in a simulated work place setting • This unit should be assessed with other frontline management units taken as part of this qualification and as applicable to the candidate's leadership role in a work teams

Occupational Standard: Nursing Service Management Level V	
Unit Title	Facilitate and Capitalize on Change and Innovation
Unit Code	HLT NSM5 13 0611
Unit Descriptor	This unit specifies the outcomes required to plan and manage the introduction and facilitation of change; particular emphasis is on the development of creative and flexible approaches, and on managing emerging opportunities and challenges.

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

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

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

	<ul style="list-style-type: none"> ➤ Use of risk management strategies: identifying hazards, • Assessing risks and implementing risk control measures ➤ Problem identification and resolution ➤ Leadership and mentoring techniques ➤ Management of quality customer service delivery ➤ Consultation and communication techniques ➤ Record keeping and management methods ➤ The sources of change and how they impact • Factors which lead/cause resistance to change • Approaches to managing workplace issues
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> • Communication skills • Planning work • Managing risk
Resources Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped assessment location with necessary tools, equipment and consumable materials
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Nursing Service Management Level V	
Unit Title	Manage Quality Systems and Procedures
Unit Code	HLT NSM5 14 0611
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 quality management plan.</p> <p>1.2 Established quality management methods, techniques and tools are selected and used to determine preferred mix of quality, capability, cost and time.</p> <p>1.3 Quality criteria are identified, agreed with a higher project authority and communicated to stakeholders to ensure 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 quality control results are conducted to determine compliance of quality standards to overall quality objectives.</p> <p>2.4 A quality management system is maintained to enable effective recording and communication of quality issues and outcomes to a higher project authority and stakeholders.</p>
3. Implement project quality improvements	<p>3.1 Processes are reviewed and agreed changes implemented continually throughout the project life cycle to ensure continuous improvement to quality.</p> <p>3.2 Project outcomes are reviewed against the performance criteria to determine the effectiveness of quality management processes and procedures.</p>

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

Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this unit must be able to:</p> <ul style="list-style-type: none"> • Determine quality requirements • Implement quality assurance • Implement project quality improvement
Underpinning Knowledge and Attitudes	<p>Knowledge required include :</p> <ul style="list-style-type: none"> • The principles of project quality management and their application • Acceptance of responsibilities for project quality management • Use of quality management systems and standards • The place of quality management in the context of the project life cycle • Appropriate project quality management methodologies; and their capabilities, limitations, applicability and contribution to project outcomes • Attributes: <ul style="list-style-type: none"> ➢ Analytical ➢ Attention to detail ➢ Able to maintain an overview ➢ Communicative ➢ Positive leadership
Underpinning Skills	<p>Ability to:</p> <ul style="list-style-type: none"> • Relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities • Project management • Quality management • Planning and organizing • Communication and negotiation • Problem-solving • Leadership and personnel management • Monitoring and review skills
Resources Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Access to workplace documentation • Real or simulated workplace
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview • Observation/Demonstration
Context of Assessment	<p>Competence may be assessed in the real workplace or in a simulated workplace setting</p>

Occupational Standard: Nursing Service Management Level V	
Unit Title	Establish and Conduct Business Relationships
Unit Code	HLT NSM5 15 0611
Unit Descriptor	This unit covers the skills, attitudes and knowledge required to manage business relationship with customers within the constructions industry context.

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

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

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

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

	<ul style="list-style-type: none"> • Ability to build and maintain relationships to achieve successful business outcomes
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and attitudes on:</p> <ul style="list-style-type: none"> • Operational knowledge of enterprise policies and procedures in regard to: <ul style="list-style-type: none"> ➤ Customer service, dealing with difficult customers ➤ Maintenance of customer databases ➤ Allocated duties/responsibilities ➤ General knowledge of the range of enterprise merchandise and services, location of telephone extensions and departments/sections • Basic operational knowledge of legislation and statutory requirements, including consumer law, trade practices and fair trading legislation • Basic operational knowledge of industry/workplace codes of practice in relation to customer service • Negotiation and communication techniques appropriate to negotiations that may be of significant commercial value
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> • Use workplace technology related to use of customer database • Collect, organize and understand information related to collating and analyzing customer information to identify needs • Communicate ideas and information • Plan and organize activities concerning information for database entries • Use mathematical ideas and techniques to plan database cells and size • Establish diagnostic processes which identify and recommend improvements to customer service
Resources Implication	<p>The following should be made available:</p> <ul style="list-style-type: none"> • A workplace or simulated workplace • Documentation, such as enterprise policy and procedure manuals relating to customer service
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Elements of competence contain both knowledge and practical components. Knowledge components may be assessed off the job. Practical components should be assessed on the job or in a simulated work environment.</p>

Occupational Standard: Nursing Service Management Level V	
Unit Title	Develop a Disaster Plan
Unit Code	HLT NSM5 16 0611
Unit Descriptor	This unit describes the competencies required to develop in consultation with other agencies and key people, which sets out the roles and responsibilities of workers and others in the community, for responding to a disaster.

Elements	Performance Criteria
1. Liaise with the relevant government agencies	<p>1.1 Government policies which affect the organization are identified and documented.</p> <p>1.2 Government agencies are consulted with in relation to different roles in the local disaster plan.</p>
2. Identify and liaise with the appropriate community organizations	<p>2.1 Community organization is identified and an information database is developed.</p> <p>2.2 Contact is established through a variety of communication strategies.</p> <p>2.3 Restrictions to effective liaison are identified and processes are developed to promote communication with other agencies.</p>
3. Incorporate legislative requirements for disaster planning and relief into a plan	<p>3.1 Information on legislative requirements and resources is collected from the key people and organizations.</p> <p>3.2 Roles and responsibilities of other organizations are clarified.</p> <p>3.3 Plan is written.</p> <p>3.4 A promotions strategy is established and implemented.</p>
4. Coordinate volunteer support	<p>4.1 Volunteers are sought for disaster plan designated roles, via identified organizations and public processes.</p> <p>4.2 Roles and responsibilities are clarified.</p> <p>4.3 Team leaders are identified by discussing with the organizations.</p> <p>4.4 Meetings are held to discuss disaster plan and personnel requirements.</p>
5. Ensure training for volunteers and staff	<p>5.1 Training requirements for volunteers and staff are established.</p> <p>5.2 Training programs are developed.</p> <p>5.3 Promotion of training is undertaken.</p> <p>5.4 Training schedule is developed and promoted.</p>

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

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

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

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency requires to:</p> <ul style="list-style-type: none"> • Liaise with relevant government agencies • Identify and liaise with appropriate community organizations • Incorporate legislative requirements for disaster planning and relief into a plan • Coordinate volunteer support • Ensure training for volunteers and staff • Evaluate and modify disaster plan
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Relevant policies, protocols and procedures of the organization • Relevant Federal, State and Local government policies, guidelines and legislation relating to disaster management • Relevant equipment and technology • Local resources, suppliers and trades people • Existing disaster plans (developed by other organizations who service the Community) • Project development • Local disaster planning processes and networks • Community networks • Community views on disaster management
Underpinning Skills	<p>Essential skills includes:</p> <ul style="list-style-type: none"> • Communication and liaison • Networking

	<ul style="list-style-type: none"> • Human Resource Management • Negotiation • Small group facilitation • Planning • Training
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	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Demonstration / Observation with Oral Questioning
Context of Assessment	<ul style="list-style-type: none"> • Competence may be assessed in the work place or in a simulated work place setting • The workplace is recommended for assessment including by supervisor and peers, by observation and inquiries, and from written and other sources. • Off-the-job role plays and exercises may also be used

Occupational Standard: Nursing Service Management Level V	
Unit Title	Develop and Refine Systems for Continuous Improvement in Operations
Unit Code	HLT NSM5 17 1012
Unit Descriptor	This unit of competency covers the skills, knowledge and processes required to ensure that continuous improvement systems do not stultify and continue to improve along with other operational systems in an organization. This unit is about improving the process yield/unit of effort or cost, reducing process variation and increasing process reliability, upgrading, enhancing or refining process outputs, and includes developing a culture of reviewing and sustaining change ensuring improvements are maintained and built on.

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

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

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

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

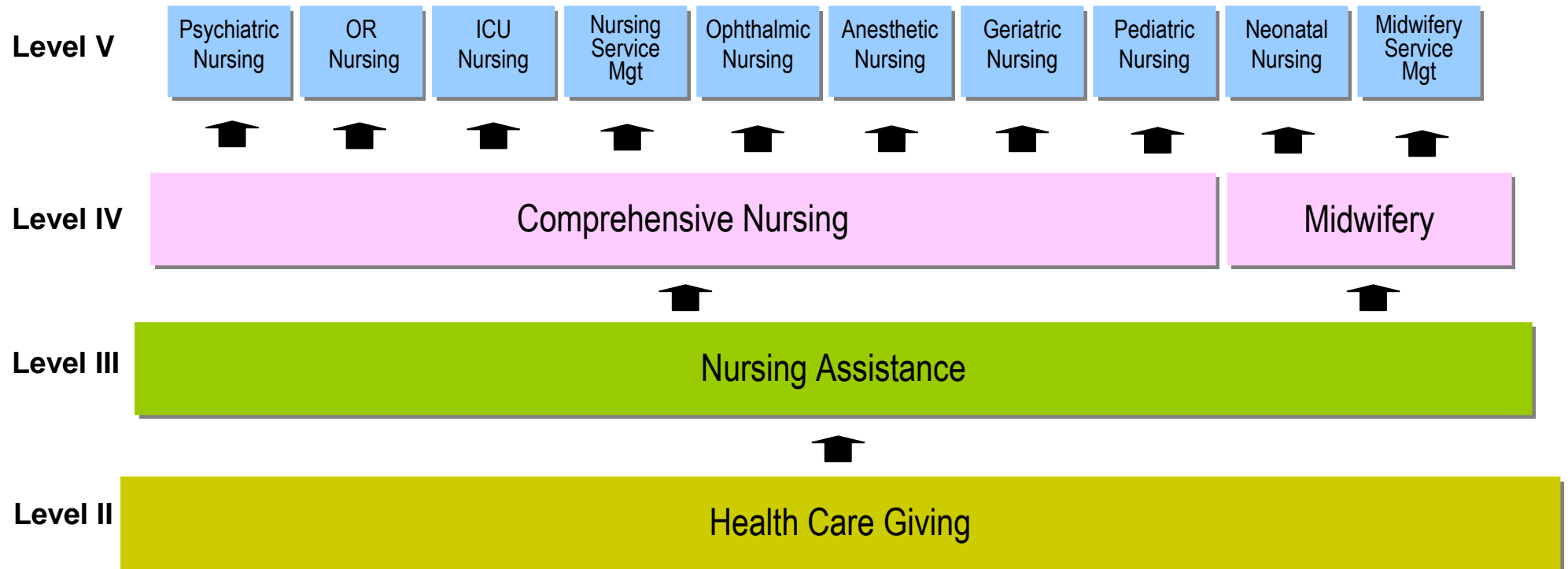
improvements	improvement system include: <ul style="list-style-type: none"> • office • purchasing • rewards (individual or team at all levels) • sales • marketing • maintenance • process/product • transport and logistics
Organizational knowledge	Organizational knowledge should: <ul style="list-style-type: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

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

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

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

Sector: Health
Sub-Sector: Nursing Care



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