

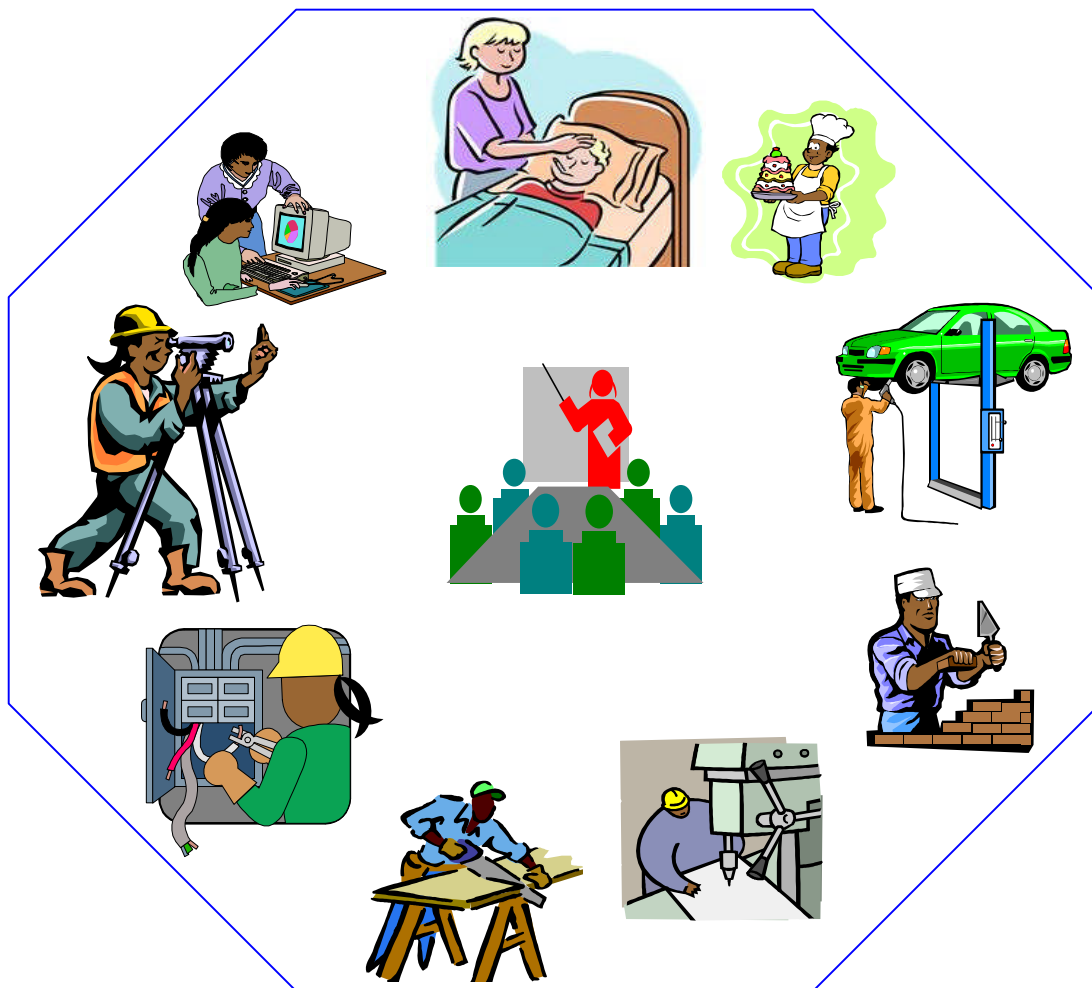


Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

PEDIATRICS NURSING

NTQF Level V



*Ministry of Education
June 2011*

Introduction

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

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

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

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

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

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

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

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

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UNIT OF COMPETENCE CHART

Occupational Standard: Pediatrics Nursing		
Occupational Code: HLT PED5 0611		
<i>NTQF Level V</i>		
HLT PED5 01 0611 Plan, Monitor and Manage Pediatrics Nursing	HLT PED5 02 0611 Practice in the Pediatrics Nursing Environment	HLT PED5 03 0611 Assess the Need for Pain Management to Pediatric Client
HLT PED5 04 0611 Assess Diagnose and Prescribe to the Scope	HLT PED5 05 0611 Teach Family Members about Disease and Hands-on Procedures	HLT PED5 06 0611 Identify and Manage Signs of Physical, Sexual and Mental Abuse of Child
HLT PED5 07 0611 Identify and Meet the Emotional Needs of Family and Significant Others Coping Infant/Child Illness	HLT PED5 08 0611 Coordinate Patient Care and Perform and/or Assist in Patient Care Procedures	HLT PED5 09 0611 Assess and Address the Physical Needs of the Patient
HLT PED5 10 0611 Implement Specialist Access and Egress Procedures	HLT PED5 11 0611 Develop Disaster Plan	HLT PED5 12 0611 Identify and Perform the Fundamental Ethical Standards and Values
HLT PED5 13 0611 Manage Quality	HLT PED5 14 0611 Contribute to Policy Development	HLT PED5 15 0611 Facilitate and Capitalize on Change and Innovation
HLT PED5 16 0611 Develop and Implement Strategies to Enhance Client Safety	HLT PED5 17 0611 Maintain Effective Health Work Environment	HLT PED5 18 1012 Develop and Refine Systems for Continuous Improvement in Operations

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Plan, Monitor and Manage Pediatric Nursing
Unit Code	HLT PED5 01 0611
Unit Descriptor	This unit describes the skills and knowledge required to plan, manage and monitor Pediatric nursing in health care system.

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

Variables	Range
Resources may include:	<ul style="list-style-type: none"> • Health facility • Required human resources • Pediatrics staff may include Pediatric nurse, nurse, pediatrician, GP ,HO, e. t. c • Medical equipments are: <ul style="list-style-type: none"> ➤ Pulsi oxymeter, ➤ Cardiac monitor, ➤ Oxygen source , ➤ Heater, ➤ Vital sign instrument ➤ Oxygen mask, ➤ Ambu bag, ➤ Suction tube , ➤ Wt scale <p>Materials may include:</p> <ul style="list-style-type: none"> ➤ NG tube ➤ Growth monitoring chart ➤ Spatula and others
Strategic plans may include:	<ul style="list-style-type: none"> • Health strategic or development plans • Government strategic plans • Organizational strategy plans
Holistically	<ul style="list-style-type: none"> • Is health service which includes social cultural, spiritual, physical and others?
Pediatric	<ul style="list-style-type: none"> • Patient or client under 12 years and above 28 days of age
Plans may include:	<ul style="list-style-type: none"> • Team/ individual plans • Operational plans • Sector plans • Annual plans • Other planning documents

Evidence Guide	
Critical Aspects of Competence	<ul style="list-style-type: none"> • Critical aspects of assessment must include: • Develop plan for Pediatric health program • Manage the plan • Monitor the program
Underpinning Knowledge and Attitudes	<p>Essential knowledge must include:</p> <ul style="list-style-type: none"> • Principles of planning and monitoring Pediatric nursing health care system, including risk assessment • Leadership in Pediatric nursing • Relevant organizational policy and guideline development components and principles. • Techniques in developing plan of action. • Theories, principles and concepts of Pediatric nursing • Client networking, financing, cost estimation and planning

	<p>process</p> <ul style="list-style-type: none"> • Pediatric Health Plans
Underpinning Skills	<p>Essential skills must include the ability to:</p> <ul style="list-style-type: none"> • Client networking, financing, cost estimation and planning process • Pediatric Health Plans
Resource Requirements	<p>Resource implications required:</p> <ul style="list-style-type: none"> • Access to appropriate workplace where assessment can take place • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures and protocols
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Practice in the Pediatric Nursing Environment
Unit Code	HLT PED5 02 0611
Unit Descriptor	This unit addresses the principles of pediatric nursing care by building upon the existing skills to enable the enrolled nurse to provide holistic nursing care to a group of pediatric clients.

Elements	Performance Criteria
1. Work as part of the multi-disciplinary health care team for the client in the pediatric environment	<p>1.1 The role of the multi-disciplinary health care team in managing care needs of pediatric clients is supported appropriately.</p> <p>1.2 Effective team work and supportive group dynamics are achieved when working with health care colleagues.</p> <p>1.3 Appropriate relationships with other members of the health care team are established.</p> <p>1.4 The philosophical framework for managing care for the pediatric client into own nursing practice is incorporated.</p> <p>1.5 The contributions of emergency service personnel, referring agencies and other hospital department staff to the initial/emergency care needs of the pediatric client are recognized.</p>
2. Address the special health requirements of the pediatric client	<p>2.1 A holistic assessment of the pediatric client in consultation/collaboration with the client and/or parent or guardian, and registered nurse is performed.</p> <p>2.2 Clients, family and health team members are communicated effectively.</p> <p>2.3 Holistic client centered care is provided in the pediatric environment.</p>
3. Contribute to the plan of care for the pediatric client	<p>3.1 Contemporary pediatric assessment tools are used accurately.</p> <p>3.2 A database of pediatric resource personnel is established to assist in decision making for the client within the pediatric environment.</p> <p>3.3 A problem solving framework is used to plan appropriate pediatric care in consultation/collaboration with the registered nurse.</p> <p>3.4 An individualized plan of care is developed for the pediatric client in consultation/collaboration with the client, registered nurse and/or the health care team.</p> <p>3.5 Care planning is ensured to address physical changes, developmental and psychosocial needs of the pediatric</p>

	<p>client.</p> <p>3.6 The effect of drugs and medicines on the pediatric client is considered in planning nursing care and interventions.</p> <p>3.7 Health teaching and discharge planning are incorporated in consultation/collaboration with the registered nurse.</p>
4. Perform clinical nursing actions that are appropriate to the care of the pediatric client	<p>4.1 Contemporary nursing interventions are practiced for the pediatric client in consultation/collaboration with the registered nurse.</p> <p>4.2 Individualized plan of care is implemented for pediatric client in consultation/collaboration with the registered nurse.</p>
5. Assist in evaluating the outcomes of planned nursing actions for the pediatric client	<p>5.1 Clients' responses are monitored to the nursing interventions and progress toward the planned goals, and document and report to the appropriate members of the health care team.</p> <p>5.2 Appropriate first aid/emergency treatment is initiated in the response to the adverse reactions or complications.</p> <p>5.3 First aid/emergency treatment and the client response are reported and documented.</p>

Variables	Range
Multidisciplinary health care team members could include:	<ul style="list-style-type: none"> • Client and their parents/guardian • Medical staff • Nursing staff • Social workers • Physiotherapists • Occupational therapists • Speech pathologists • Dietician • Prosthetics • Druggist • Emergency Services including: Ambulance
Special health requirements include:	<ul style="list-style-type: none"> • Sleep disorders • Nutritional disorders • Feeding alternatives • Health perceptions • Separation from parents/family • Congenital conditions • Psychomotor dysfunction • Drug induced disorders/injuries • Physical/psychological abuse • Near drowning • Bed wetting

Outcomes of planned nursing actions include:	<ul style="list-style-type: none"> • Progression through milestones • Achievement of nursing interventions • Participation in health education activities • Awareness of health maintenance activities
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Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of assessment must include the ability to:</p> <ul style="list-style-type: none"> • Complies with organizational policies and procedures including those of OHS, and infection control, and current standards • Work as part of the multi-disciplinary health care team for the client in the pediatric environment • Address the special health requirements of the pediatric client • Contribute to the plan of care for the pediatric client • Perform clinical nursing actions appropriate to the care of the pediatric client • Assist in evaluating outcomes of planned nursing actions for the pediatric client
Underpinning Knowledge and Attitudes	<p>Essential knowledge must include:</p> <ul style="list-style-type: none"> • Specialized in-depth knowledge of anatomy and physiology and pathophysiology of the pediatric client • Specialized knowledge of clinical manifestations of pediatric clients conditions • Principles of health assessment • Legal standards for practice • Medical terminology • Organization policy and procedure • Workplace health and safety legislation • Reflective practice • Critical thinking and problem solving • Participating as a member of the health care team • Principles of growth and development • Factors influencing growth and development • Cognitive and psychosocial development from birth to adolescence • Parent and child interactions • Childhood perceptions of health status • Factors influencing self esteem • Culturally appropriate health promotion activities for children of all backgrounds • Cultural and spiritual beliefs and practices
Underpinning Skills	<p>Essential skills must include ability to:</p> <ul style="list-style-type: none"> • Use communication skills for: <ul style="list-style-type: none"> ➤ Effective communication

	<ul style="list-style-type: none"> ➤ Interviewing ➤ Counseling • Undertake health teaching to address specific needs of client and significant others • Use language, literacy and numeracy competence required to communicate effectively with client, group, colleagues and to record or report client outcomes • Apply clinical nursing skills, including: <ul style="list-style-type: none"> ➤ Facilitation of activities of daily living ➤ Fundamental nursing interventions ➤ Complex nursing interventions ➤ Emergency care of pediatric clients ➤ Physical assessment skills ➤ Neurological and psychosocial functions ➤ Assistance with meeting activities of daily living ➤ Medication administration ➤ Assessment of physical reflexes ➤ Observations of behavior characteristics ➤ Feeding/suckling techniques ➤ Assessment, observation and documentation of: <ul style="list-style-type: none"> ✓ Nutritional status ✓ Hydration ✓ Urological function ✓ Bowel function • Apply professional standards of practice: <ul style="list-style-type: none"> ➤ ENA code of conduct and code of ethics ➤ State/territory Nurse Regulatory Nurses Act ➤ Authority standards of practice ➤ Scope of nursing practice decision making framework
Resource Implications	<p>Resource implications includes:</p> <ul style="list-style-type: none"> • Access to appropriate workplace where assessment can take place • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures and protocols
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written test/Oral questioning on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Assess the Need for Pain Management to Pediatric Client
Unit Code	HLT PED5 03 0611
Unit Descriptor	This unit of competency describes the skills and knowledge required for Pediatric nurse to assess and manages pain of a pediatric client.

Element	Performance Criteria		
1. Use appropriate strategies and tools for assessing and diagnosing pain in children	<p>1.1 Pain of the infant/child is assessed based on the protocols.</p> <p>1.2 Appropriate instruments were used during the assessment.</p> <p>1.3 Appropriate skills and methods of assessment of a child are used</p> <p>1.4 Risk factor and magnitude of the pain are identified, and a range of factors that may have impact on clients' health are considered when undertaking the clinical assessment.</p> <p>1.5 Specified clinical assessments are undertaken using the structured methods, and supported by depth of knowledge and experience.</p> <p>1.6 A range of signs and symptoms of health conditions are accurately identified through health assessment methods in line with the standard protocols.</p> <p>1.7 Pain of the infant /child is diagnosed as per the guideline.</p>		
2. Manage the pain	<p>2.1 Appropriate treatment / medications are selected for the identified pain.</p> <p>2.2 Medications /treatments are selected based on the age of the child, magnitude of the pain and environmental, social and cultural aspects.</p> <p>2.3 Treatment and advice provided by other health care professionals in determining the strategy to be used in treatment are considered.</p> <p>2.4 The infant's / child's family is explained when to return back for follow up.</p> <p>2.5 Cases are referred to others /senior health care professionals as required.</p> <p>2.6 Possible client compliance issues in specific treatment options are considered.</p>		
3. Discuss the treatment strategy with the family / guardian	<p>3.1 Proposed treatment strategy is discussed with the family/ guardian.</p> <p>3.2 Sufficient time to discuss the treatment strategy that is</p>		
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	<p>appropriate to the client's needs is allocated.</p> <p>3.3 Client compliance is negotiated.</p> <p>3.4 <i>Discrepancies</i> between the practitioner's and the client's perception of the condition are clarified.</p> <p>3.5 Any relevant information from medical or diagnostic reports is communicated.</p> <p>3.6 Any perceived risks from the client's condition and treatment are explained.</p>
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Variables	Range
Client compliance refers to:	<ul style="list-style-type: none"> • Ability to follow instructions or suggestions • Willingness to follow instructions or suggestions
Discrepancies may include:	<ul style="list-style-type: none"> • Client is unaware of the immediate danger of their condition • Client is over anxious about their condition • Client is unaware of maintaining causes acting on their condition • Practitioner is unaware of some implications of the client's condition • Practitioner and client have a different view as to what the main problem
Cases to be referred may include:	<ul style="list-style-type: none"> • Case in critical condition • Cases which require further assessments and management • Cases beyond the scope of the health care provider within the facility
medications	<ul style="list-style-type: none"> • Morphine • Codeine • Fentanyl • Paracetamol (suppository) • Hydromorphone e.t. c.

Evidence Guide	
Critical Aspects of Competence	<ul style="list-style-type: none"> • Use appropriate strategies and tools for assessing and diagnosing pain in children • Select appropriate treatment / medications for the identified pain • select Medications /treatment based on age of the child magnitude of the pain and environmental, social and cultural aspects • Discuss the treatment strategy with the family / guardian
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Knowledge of drug interactions about essential drugs • Knowledge and understanding of methods of assessment and management of pain • Knowledge of remedies/treatments and dosages used to treat particular conditions

	<ul style="list-style-type: none"> • Knowledge of legal and ethical considerations in treating clients with essential drugs • Knowledge of possible obstacles to cure
Underpinning Skills	<ul style="list-style-type: none"> • Apply methods of treating and managing pain process using essential drugs • Access and understand reference material on the effects of current conventional drug therapies and their withdrawal • Access and interpret up-to-date information on essential drugs and practices • Use interpersonal and questioning skills • Identify treatment options and establish treatment regimes • Prepare treatment plans • Understand and discuss medical reports and other data relevant to the case administer remedies/treatments • Prescribe essential drugs according to the time-frame appropriate to the client condition and the essential drugs selected, and to the dosage recommended for the client's age and weight • Demonstrate consideration of the impact of client vitality on selected treatments • Demonstrate communication and negotiation skills including the ability to communicate with people from diverse cultural and linguistic backgrounds
Resource Requirements	<p>Resource implications includes:</p> <ul style="list-style-type: none"> • Access to appropriate workplace where assessment can take place • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures and protocols
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Assess, Diagnose and Prescribe to the Scope
Unit Code	HLT PED5 04 0611
Unit Descriptor	This unit addresses the pediatric nurse to assess, diagnose and prescribe to the scope.

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

Variables	Range
Common pediatric problems may include:	<ul style="list-style-type: none"> • pneumonia • Congenital anomalies • Seizure disorder • Tetanus • Meningitis • Ophthalmic conditions • Upper respiratory infection • Otitis media • GI disorder • Acute watery diarrhea • Malaria

	<ul style="list-style-type: none"> • Malnutrition (acute and chronic) • Others acute and chronic disease
Cases to be referred may include:	<ul style="list-style-type: none"> • Case in critical condition • Cases which require further assessments and management • Cases beyond the scope of the health care provider within the facility
equipments and materials	<p>equipments</p> <ul style="list-style-type: none"> • Stethoscope • Spatula • Coaches • Torch • Thermometer • Scale • Meter • Specimen collection equipment as required • Others materials are: <ul style="list-style-type: none"> ➢ NG tube ➢ Nasal catheter ➢ Butterfly needle ➢ Suction tube ➢ Medication cup
Social and environmental factors are:	<ul style="list-style-type: none"> • Culture • Socio-economic status e. t. c
Medications	<ul style="list-style-type: none"> • Tetracycline eye ointment 1% • Antibiotics • Diuretics • IV fluids • Antipyretics
Materials	<ul style="list-style-type: none"> • NG tube • Nasal catheter • Butterfly needle • Suction tube • Medication cup

Evidence Guide	
Critical Aspects of Competence	<ul style="list-style-type: none"> • Assess the patient • Diagnose the patient • Prescribe medication to the scope
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Body organization and function of pediatric History taking and physical examination of pediatric • Common health problems of pediatrics • Pharmacology relevant to pediatric nursing • Nursing diagnosis relevant to pediatric • Relevant medical/medication terminology and approved

	<p>medication abbreviations used in pediatrics</p> <ul style="list-style-type: none"> • Organization policies and procedures, guidelines and protocols, including workplace health and safety policies to ensure safe practice e. g management of sharps • Ethical guidelines including confidentiality, duty of care and public safety • Application of guidelines to individual needs of pediatrics i.e. therapeutic interventions, hygiene, dignity, esteem, physical, cultural and cognitive restrictions): <ul style="list-style-type: none"> ➤ Relevant path physiology ➤ Factors influencing medication actions ➤ Major medication groups ➤ Documentation associated with medication administration ➤ Systems of medication delivery and medication administration devices (e.g. pumps and syringe drivers) within the scope of own role • State/territory legislative requirements relating to medication administration • Legal requirements for practice parameters of pediatric nurse relating to the administration of medications, including legal requirements of each route of administration • Methods of storage, handling and usage of medications • Role of the health care team in the administration of medications • An awareness of the role of complementary therapies • Substance incompatibilities, including: <ul style="list-style-type: none"> ➤ Anaphylactic reactions ➤ Adverse reactions ➤ Contraindications ➤ Precautions ➤ Side effects • An understanding of the pharmacology of medications including: <ul style="list-style-type: none"> ➤ Pharmacodynamics ➤ Pharmacokinetics ➤ Pharmacotherapeutics ➤ Toxicology • People’s perception of pain and principles and strategies to alleviate pain 		
Underpinning Skills	<ul style="list-style-type: none"> • Essential Interpersonal skills must include the ability to: <ul style="list-style-type: none"> ➤ Working with others, ➤ Empathy with patient and relatives, ➤ Using sensitivity when dealing with people, ➤ An ability to relate to persons from differing cultural, social and religious backgrounds • Problem solving skills required include an ability to use tools and techniques to solve problems, analyze information and make decisions that require discretion and confidentiality 		
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Resource Implications	<p>Resource implications includes:</p> <ul style="list-style-type: none"> • Access to appropriate workplace where assessment can take place • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures and protocols
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Teach Family Members About Disease and Hands-on Procedures
Unit Code	HLT PED5 05 0611
Unit Descriptor	This unit describes the skills and knowledge required to plan and teaches for the provision of health education and promotion services to the family members about disease and hands-on procedures.

Element	Performance Criteria
1. Plan health education and health promotion services	<p>1.1 The existing health education and health promotion services in the facility are identified and documented according to the organizational guidelines.</p> <p>1.2 The family is consulted about the needs for health education and health promotion services.</p> <p>1.3 Health education and health promotion services in respect of family needs are evaluated.</p> <p>1.4 Gaps in health education and health promotion services within the family are identified, and appropriate changes to address them are recommended.</p> <p>1.5 A plan to respond to the identified community health education and health promotion needs is developed and documented.</p> <p>1.6 Ensure issues requiring mandatory notification are identified and reported appropriately.</p>
2. Ensure health education and health promotion services are appropriate	<p>2.1 Resource needs of the health education and health promotion service are analyzed and documented.</p> <p>2.2 Policies and procedures for health education and health promotion service delivery in the workplace are implemented in line with the legislative requirements.</p> <p>2.3 Feedback and complaints are investigated from family and adapt health education and health promotion service delivery as required.</p>

Variables	Range
Organization guidelines may include:	<ul style="list-style-type: none"> Procedures manuals Legislative and regulatory guidelines Workplace policies, procedures and related requirements
Issues requiring mandatory notification may	<ul style="list-style-type: none"> Protection of children and others identified to be at risk. Issues defined by jurisdictional legislation and/or regulatory requirements.

include:	<ul style="list-style-type: none"> • Issues specifically identified by the community reorganization policies.
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Evidence Guide	
Critical Aspects of Competence	<ul style="list-style-type: none"> • Plan and manage the provision of health education and promotion services to effectively address the needs of the family and relevant others • Provision of health education and promotion services to the family
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • A broad knowledge base relating to individuals, family and community health including biology and development, psychology, disease and treatment options, culture and tradition • Primary health care health needs and service delivery options • Legislation relating to the delivery of health education services • Organizational guidelines relating to health service provision • Referral resources • Other service providers • Traditional health, healing and medicines • Service delivery guidelines and procedures
Underpinning Skills	<ul style="list-style-type: none"> • Communicate effectively (verbal essential, written may not be essential) • Network, negotiate • Conduct research and report writing • Undertake organizational planning • Apply a broad skills, base relating to intervention, including: <ul style="list-style-type: none"> ➢ Assessment, referral, treatment and other interventions ➢ Communication, all within the context of the local community • Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
Resource Requirements	<ul style="list-style-type: none"> • Access to appropriate workplace where assessment can take place • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures and protocols
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and</p>

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

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Identify and Manage Signs of Physical, Sexual and Mental Abuse of Child
Unit Code	HLT PED5 06 0611
Unit Descriptor	This unit describes the knowledge and skills required by the pediatric nurse to identify signs of possible abuse, take appropriate action according to role and responsibilities, and minimize the risk of abuse to vulnerable child.

Element	Performance Criteria
1. Support improved awareness of the nature of abuse	<p>1.1 The types of abuse that might occur in relation to the setting and the range of needs of the client are identified.</p> <p>1.2 Indicators and behaviors of children that might raise suspicion of possible abuse are identified.</p> <p>1.3 The ranges of relevant people who may need to be aware of the suspected abuse are identified.</p> <p>1.4 Appropriate strategies to manage or report abusive behavior without harm to the person and relevant others are identified.</p> <p>1.5 Organizational policy and guidelines relevant to the setting to manage a response to the suspected abuse are identified.</p> <p>1.6 Government policy and guidelines relevant to the setting to address abuse are identified.</p>
2 Identify suspected abuse	<p>2.1 A supportive relationship is established and maintained with the person, and signs and possible reasons for the suspected abuse are identified.</p> <p>2.2 Work in a sensitive manner with the person and relevant others using awareness raising methods to determine the level of understanding of suspected abuse.</p> <p>2.3 Work with the person and relevant others in a way that empowers them to seek clarification of relevant procedures, information and advice.</p> <p>2.4 With all relevant government policy, legal and organization requirements including reporting are complied.</p> <p>2.5 Concerns and actions related to the care and support of the person are taken and the suspected abuse, according to organizational requirements is clearly recorded.</p>
3. Implement systems and	<p>3.1 Understanding of organization's systems and procedures for managing the suspected abuse and disclosure of abuse, in</p>

procedures to respond to the suspected abuse	<p>a range of settings is demonstrated.</p> <p>3.2 Any <i>problems with systems and procedures</i> established to manage suspected abuse are identified and reported.</p> <p>3.3 The establishment of systems and procedures are done to identify record, manage suspected and disclosed abuse.</p> <p>3.4 Work with relevant people to ensure awareness of their responsibilities to act on suspicion and disclosure of abuse, including use of appropriate systems and procedures.</p> <p>3.5 Monitor to ensure records of suspected and disclosed abuse are compiled and maintained correctly, including the review of the person's care plan.</p>
4. Act to support person experiencing suspected abuse	<p>4.1 All available relevant information is reviewed.</p> <p>4.2 Person understanding of the situation and interpretation of what has happened or is happening to them is explored.</p> <p>4.3 The actual and potential effects of suspected abuse on the child are assessed</p> <p>4.4 Work with the child and relevant others to determine whether a course of action is required and if the person agrees to this.</p> <p>4.5 Strategies that have been developed to manage the perpetrator are followed where appropriate.</p> <p>4.6 Any legal requirement for reporting and/or other action is identified.</p> <p>4.7 Ensure action is monitored and reviewed in accordance with the organizational policy and procedures.</p>
5. Complete reporting documentation	<p>5.1 Comply with the organizations and legal reporting requirements.</p> <p>5.2 Documentation is completed, filed and maintained according to the organizational policy and protocols.</p>

Variables	Range
Abuse may include:	<ul style="list-style-type: none"> • Neglect • Physical • Psychological • Sexual • Social isolation • Misuse of power toward vulnerable people, such as those with • Disabilities
Relevant people may include:	<ul style="list-style-type: none"> • Workers from within own organization/service • Workers from other organizations/services

	<ul style="list-style-type: none"> • Other family members/guardian • Friends, neighbors and social contacts • Managers • Other people in the setting • Organizations such as: <ul style="list-style-type: none"> ➢ Police ➢ Health consumer and/or complaints organizations ➢ Relevant government departments ➢ Health services such as general practice, hospital, allied health
Setting may include:	<ul style="list-style-type: none"> • School • After school care • Own home • Social groups • Group home • Recreational centers • Community environments • Health services
Signs of possible abuse may include:	<ul style="list-style-type: none"> • Change in behavior of person, career and/or family members • Failing to thrive • Social withdrawal • Observable evidence • Verbal and written complaints • Aggression, discomfort, fear
Awareness raising methods may include:	<ul style="list-style-type: none"> • Demonstrations • Events and meetings • Leaflets, video, audio messages • Publicity campaigns • Training courses • Supervision/mentoring • Work practices • Local public discussions and forums
Information and advice on abuse may include:	<ul style="list-style-type: none"> • Government policies • Legislation • Organization policy • Research findings • Specialist service advice, such as legal, guardianship, cultural and linguistic diversity,
Problems with systems and procedures may include:	<ul style="list-style-type: none"> • Absence of systems and procedures • Failure to implement systems and procedures • Inadequate guidance and training • Lack of equipment and resources • Misunderstanding of the systems and procedures • Time constraints • Systems and procedures not maintained or updated

Evidence Guide	
Critical Aspects of Competence	<ul style="list-style-type: none"> • Support improved awareness of the nature of abuse • Establish and maintain a supportive relationship with the person, identifying signs and possible reasons for suspected abuse • Work in a sensitive manner with the person and relevant others • Using awareness raising methods to determine the level of understanding of suspected abuse • Implement systems and procedures to respond to suspected abuse • Work with the child and relevant others to determine whether a course of action is required and if the person agrees to this • Follow Strategies, where appropriate, that have been developed to manage the perpetrator.
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Understanding of own work role and responsibilities • Understanding of the values, rights and ethics concerning confidentiality and tensions which may arise between an individual's rights and the organization's responsibility to the individual • The rights of parents/guardian to make decisions for their children and take risks in the context of their children's life • Legal reporting requirements associated with suspected abuse • When and how to obtain informed consent from vulnerable people and how to confirm that sufficient information has been provided on which to base this judgment • How to recognize when a person is unable to exercise their rights to make informed choice and strategies to deal with suspected abuse situations • How to deal with issues of confidentiality and who has the right to access information • Key legislation and government policy relating to abuse • How to obtain information to assist in working with people in abusive situations an authoritative resources and sources of guidance • Types of abuse and how to identify them • The nature of people who may be more vulnerable to abuse • Statistics and characteristics of abuse • Key issues and debates relating to abuse • Indicators of abuse • Different interpretations of abuse and the importance of recognizing different value systems in relation to abuse • Actions to take if abuse is suspected • How to conduct an investigation into possible abuse • Systems and procedures for monitoring and identifying abuse • Evaluation of abuse safeguards

	<ul style="list-style-type: none"> • Methods to raise awareness of abuse • The social model of disability • The impact of social devaluation on an individual's quality of life • The application of 'human rights', particularly in relation to children
Underpinning Skills	<ul style="list-style-type: none"> • Follow organization policies and protocols • Access supervision, advice, support and debriefing • Manage the tension between the rights of the person and responsibility to the individual • Develop systems and procedures to identify and manage abuse • Identify key indicators of abuse • Implement support strategies for suspected abuse • Apply understanding of government policies in relation to abuse • In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified Work role. These include the ability to: <ul style="list-style-type: none"> • Use communication strategies to: <ul style="list-style-type: none"> ➢ Develop a trusting relationships ➢ Provide appropriate information ➢ Engage all relevant people ➢ Work cooperatively with a range of stakeholder organizations ➢ Work within legal requirements and scope of own work role
Resource Requirements	<p>Resource implications includes:</p> <ul style="list-style-type: none"> • Access to appropriate workplace where assessment can take place • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures and protocols
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Identify and meet the Emotional Needs of the Family and Significant Others in Coping with Infant/Child Illness
Unit Code	HLT PED5 07 0611
Unit Descriptor	This unit describes the skills, knowledge and attitude to identify and meet the emotional needs of family and significant others in coping with Infant/Child illness.

Elements	Performance Criteria
1. Support the family members remain engaged with their social network and the wider community	1.1 The family social network is identified. 1.2 The family current social, economical and health status are identified. 1.3 The family is encouraged and facilitated in their support and provision of care. 1.4 Means of support for the family are identified. 1.5 The family is provided with information about care and treatment provided.
2. Support family to meet their emotional and psychological needs	2.1 An understanding of the impact of Infant/Child illness on the family emotional and psychological well-being is demonstrated. 2.2 The family members self esteem and confidence are encouraged and supported. 2.3 The family is supported and encouraged to achieve maximum emotional well-being. 2.4 Empathy is shown to the family who is emotionally distressed. 2.5 Assistance is sought from an appropriate person when it is not possible to meet the emotional and psychological needs of the older person.

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

	<ul style="list-style-type: none"> • Acceptance of loss • Love and affection • A sense of security and contentment
Psychological needs may include:	<ul style="list-style-type: none"> • Freedom from undue stress • A sense of control • Self-esteem • Self-determination • Life stage acceptance
Support networks may include:	<ul style="list-style-type: none"> • Advocates • Family members • Careers • Friends
Community networks may include:	<ul style="list-style-type: none"> • Ethno-specific organizations • Clubs • Community centers • Support groups • Community welfare groups • Voluntary organizations

Evidence Guide			
Critical Aspects of Competence	<ul style="list-style-type: none"> • Support the family members remain engaged with their social network and the wider community • Support family to meet their emotional and psychological needs 		
Underpinning Knowledge and Attitudes	<p>Essential knowledge must include:</p> <ul style="list-style-type: none"> • Relevant policies, protocols and practices of the organization in relation to Unit Descriptor and work role • Concepts of recreation and leisure and older people • Strategies to facilitate continued family involvement • Developing new networks and facilitating choice • Emotional and psychological needs of family • Concepts of powerlessness and empowerment • Strategies to meet the emotional needs of older people • Expressions of spirituality and culture • Effects of spirituality and culture on care • Resources and networks that can support the cultural and spiritual needs of older people • Principle and practices of cross-cultural communication • Strategies for accommodating cultural and spiritual customs • Beliefs and false beliefs surrounding family • Strategies for managing inappropriate family expressions 		
Underpinning Skills	<p>Essential skills must include ability to:</p> <ul style="list-style-type: none"> • Reading and writing skills-literacy competence required to fulfill work role in a safe manner and as specified by the organization/service. • Oral communication skills-language competence required to 		
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	<p>fulfill work role in a safe manner and as specified by the organization.</p> <ul style="list-style-type: none"> • Effective verbal and non-verbal communication skills to ask questions clarify understanding and meaning recognize and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy. • Basic problem solving skills to resolve problems within organizational protocols • Ability to work collaboratively with clients, social networks, colleagues, supervisors and other services/agencies.
Resources Implication	<p>Resource implications includes:</p> <ul style="list-style-type: none"> • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures, and protocols
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Coordinate Patient Care and Perform and/or assist inpatient Care Procedures
Unit Code	HLT PED5 08 0611
Unit Descriptor	This competency unit describes the skills and knowledge required to coordinate, Perform and/or assist inpatient Care Procedures.

Element	Performance Criteria
1. Promote the coordination of effective Team work	<p>1.1 Understanding of different roles and functions within the team is demonstrated.</p> <p>1.2 Templates for contracts, position descriptions and duty statements at the request of appropriate personnel are obtained and customized.</p> <p>1.3 Appropriate personnel of personal training needs is notified.</p> <p>1.4 Performance reviews are done as per the practice protocols, providing and receiving feedback constructively.</p> <p>1.5 Recruitment and induction training is given with good participation as requested.</p> <p>1.6 Staff rosters in line with state award requirements are prepared.</p> <p>1.7 Active participation in team meetings is encouraged.</p> <p>1.8 Conflict resolution is assisted where required.</p>
2. Perform inpatient Care Procedures.	<p>2.1 Principles of basic Inpatient Care Procedures are applied according to the organizational protocols and standards.</p> <p>2.2 Access to available resources to provide inpatient care is facilitated.</p> <p>2.3 Proper documentation is kept according to the organizational policies</p>
3. Utilize data to measure practice performance	<p>3.1 Methods and tools to measure performance of the practice is applied.</p> <p>3.2 Performance of the practice against relevant benchmarking tools is checked.</p> <p>3.3 Documented data to practice principals and other appropriate personnel to enable monitoring and improvement in practice performance is provided.</p>
4. Promote innovation and change for improved	<p>4.1 Opportunities for improved work practices in line with practice goals are identified.</p> <p>4.2 Participation in change processes by seeking opinions and suggestions of others in the work team is encouraged.</p>

outcomes	<p>4.3 Goals and objectives of change are clearly communicated.</p> <p>4.4 Evaluate change in conjunction with the practice team to ensure goal is achieved.</p>
5. Assist the team while performing inpatient care procedure	<p>5.1 In patient care procedures are assisted as determined by the organizational policies (including referral) based on the results of clinical assessment, accepted procedures and protocols.</p> <p>5.2 Each aspect of the inpatient care procedure is explained to the team and checks their understanding and agreement.</p> <p>5.3 Inpatient care services are delivered with reference to the primary health care team and other health care providers.</p> <p>5.4 Refer to senior health staff for advice about serious or potentially serious health problems as determined in the organizational protocols.</p> <p>5.5 Clinical equipment is used, maintained and regularly cleaned in accordance with the generic OHS and infection Control guidelines and organization policies.</p>

Variables	Range
<i>Roles may refer to:</i>	<ul style="list-style-type: none"> • Tasks required to perform • Influence and/or authority of position • Personal style/characteristics • Ability to relate to others in the team • Manage petty cash
<i>Documented data may include:</i>	<ul style="list-style-type: none"> • Practice statistics • Service uptake • Customer satisfaction ratings • Staff satisfaction ratings • Data demonstrating systems performance including compliance with legislation and standards
<i>Follow up may include:</i>	<ul style="list-style-type: none"> • Relaying information to appropriate personnel and ensuring response is obtained • Obtaining further information for client
<i>Personnel may include:</i>	<ul style="list-style-type: none"> • Practice principal • Doctors in practice • Practice nurse • Practice manager • Practice staff • Medical assistant • Receptionist • Supervisor • Other health care professionals
Clinical equipment	<ul style="list-style-type: none"> ➤ Pulsi oxymeter, ➤ Cardiac monitor,

includes:	<ul style="list-style-type: none"> ➤ Oxygen source , ➤ Heater, ➤ Vital sign instrument ➤ Oxygen mask, ➤ Ambu bag, ➤ Suction tube , ➤ Wt scale ➤ Spatula and others
Serious or potentially serious health problems include:	<ul style="list-style-type: none"> • Serious respiratory infection • Meningitis • Febrile illness • Malnutrition • Bloody dysentery • Chronic otitis media and others
<i>In patient care procedures may include:</i>	<ul style="list-style-type: none"> • Wound care • Mouth care • Bed making • Bed bath • Back care • Offering bed pans and urinals e.t.c.

Evidence Guide	
Critical Aspects of Competence	<ul style="list-style-type: none"> • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace • Able to assist the team while performing inpatient care procedure • Participate in performance reviews as per practice protocols, providing and receiving feedback constructively • Assist to use, maintain and regularly clean clinical equipment in accordance with generic OHS and Infection Control guidelines and organizational policies
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Basic human resource management and organization behavior principles • Knowledge of basic nursing care • Demonstrated understanding of risk management concepts, including: <ul style="list-style-type: none"> ➤ Essential role of good communication skills, ➤ Sources of income for practices including government incentive programs ➤ Change management processes ➤ Practice protocols • Standards for general practices • Scope of own medical assisting role • Relevant legislation and industry standards and codes of practice • Practice accreditation requirements and processes
Underpinning	<ul style="list-style-type: none"> • Work within a team and use leadership skills when appropriate

Skills	<ul style="list-style-type: none"> • Perform, coordinate and assist inpatient care procedures accurately • Extract and utilize data to measure performance • Suggest improvements and/or participate in continuous quality improvement efforts • Handle client complaints effectively • Use communication skills to: <ul style="list-style-type: none"> ➢ Communicate clearly ➢ Interact appropriately with members of the health care team as well as with clients from a range of social, cultural and religious backgrounds and physical and mental abilities ➢ Interpret practice protocols correctly ➢ Document information appropriately in medical records ➢ Relay information, using appropriate medical terminology and grammar ➢ Demonstrate respect for cultural and religious differences • Use problem-solving skills to: <ul style="list-style-type: none"> ➢ Listen and ensure thorough understanding of potentially complex issues ➢ Respond appropriately and with attention to proper protocols
Resource Requirements	<ul style="list-style-type: none"> • Access to appropriate workplace where assessment can take place • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures and protocols
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Assess and Address the Physical Needs of the Patient
Unit Code	HLT PED5 09 0611
Unit Descriptor	This unit deals with the skills and knowledge required to initiate, undertake, interpret findings from a range of clinical assessments, tests and procedures and full fill the patient's need.

Element	Performance Criteria
1. Initiate <i>health assessment</i>	<p>1.1 A relationship of trust with the client, through active promotion of and strict adherence to confidentiality is sought to establish.</p> <p>1.2 Client's values, beliefs and gender roles when undertaking physical examination are considered and respected.</p> <p>1.3 An accurate history from the client is obtained using available information from verbal, written and non-verbal sources.</p> <p>1.4 Additional health-related information from the client, their family and/or career(s) and relevant community members is sought.</p> <p>1.5 Relevant allied professionals and available documentation in relation to the health of the client are consulted.</p> <p>1.6 Clinical tests in response to a range of triggers in line with the organization policies and in agreement with the client are initiated.</p> <p>1.7 Health assessment in line with organization policies and procedures is initiated.</p>
2. Undertake client observation and <i>clinical tests</i>	<p>2.1 A range of factors that may impact on client health when undertaking clinical assessment are considered</p> <p>2.2 Specified clinical assessments using structured methods which are supported by a depth of knowledge and experience are undertaken.</p> <p>2.3 Client observations and conduct of clinical tests that are underpinned are ensured by standard protocols.</p> <p>2.4 Clinical assessment is conducted in accordance with the organizational policies and procedures and occupational health and safety requirements.</p> <p>2.5 Medical equipment is used effectively and maintained in accordance with the organizational policies and manufacturer's guidelines.</p> <p>2.6 Vital signs are measured and significant variation is</p>

	<p>identified from normal.</p> <p>2.7 Correct procedures are used to collect and send specimens for pathology testing in line with the standard clinical protocols, organizational procedures and universal precautions.</p> <p>2.8 Information is provided about each examination/test to be undertaken and the rationale for its use to the client.</p>		
3. Assess client's physical health	<p>3.1 A range of signs and symptoms of health conditions are identified accurately through health assessment methods in line with the standard protocols.</p> <p>3.2 Non-clinical factors potentially responsible for significant variations from normal are identified and continuous assessments are made.</p> <p>3.3 Signs/symptoms of potentially serious underlying conditions are recognized and referred to senior health staff for advice.</p>		
4. Clarify health assessment findings	<p>4.1 Health assessment findings are described clearly and their significance in the context of the holistic health of the client is interpreted.</p> <p>4.2 Other team members are consulted to check / confirm interpretation and to clarify implications and significance of findings.</p> <p>4.3 Any significant variations from normal on the basis of health assessment data are identified.</p> <p>4.4 Assistance is sought when findings are unclear or outside the limits of own authority.</p> <p>4.5 Notifiable diseases identified are reported to supervisor and/or an appropriate authority in line with the jurisdictional requirements.</p>		
5. Summarize and present findings	<p>5.1 Client history and examination findings are accurately documented in client's file in accordance with organization policies and procedures.</p> <p>5.2 Client history and findings of physical examination are presented as determined by the organizational policies and procedures.</p> <p>5.3 Common uncomplicated health conditions are identified based on the history, physical examination and available information about presenting problem.</p> <p>5.4 Serious or potentially serious health problems are promptly referred to senior health staff for advice as determined in the organizational protocols.</p> <p>5.5 Client understanding of information is checked through appropriate questioning.</p>		
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	5.6 Client is supported to take a self-care approach to health in line with the individual needs and organization.
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Variables	Range
An accurate history includes:	<ul style="list-style-type: none"> • History of the presenting problem (character, severity and duration of symptoms) • Client concerns and beliefs regarding their problems • Past medical history • Medicines being taken • Allergies • Family and community circumstances, including identifying • Environmental health factors that may contribute to client's health problems • Basic dietary information, including diet history to determine food and drink intake
Client information may include:	<ul style="list-style-type: none"> • Significant ongoing health problems • Current medications • Clinical progress notes relevant to the presenting problem • Record of allergies • Family history • Medical and surgical history, including but not limited to: <ul style="list-style-type: none"> ➢ Pain ➢ Respiratory symptoms ➢ Urinary symptoms or abdominal symptoms ➢ Diseases such as diabetes, rheumatic fever or valvular heart disease ➢ Immunization status ➢ Surgical history ➢ Use of alcohol and other drugs ➢ Oral health care history • Documents such as: <ul style="list-style-type: none"> ➢ Client file/notes ➢ Reports/results from referral, allied professionals and specialists (including x-ray, pathology tests)
Medical equipment includes, but is not limited to:	<ul style="list-style-type: none"> • Steriliser • Auroscope • Haemoglobinometer • Eye charts • Tape measure • Sphygmomanometer • Stethoscope • Ophthalmoscope • Glucometer • Scales • Thermometers (relevant types) • Urinalysis strips

	<ul style="list-style-type: none"> • Surgical instruments • Centrifuge • Plaster cutter • Nebulizers • Resuscitation equipment (including oxygen equipment)
Vital signs include:	<ul style="list-style-type: none"> • Temperature • Pulse • Blood pressure • Respiratory rate
Non-clinical factors responsible for abnormal readings may include:	<ul style="list-style-type: none"> • Failure to properly shake down a mercury thermometer • Effect of ingestion of hot or cold beverage on oral temperature measurement • Differences in temperature measurements taken at sites (i.e. oral, axillary, ear) • Effect of exertion and anxiety on pulse rate and blood pressure • Impact of cuff size on the accurate measurement of blood pressure • Faulty equipment • Failure to correctly calibrate equipment • Impact of environmental factors on equipment
Health assessments may include:	<ul style="list-style-type: none"> • Routine health assessments for clients with chronic disease • Well-person's health check • Assessment of client with presenting physical problems
Observation of client includes:	<ul style="list-style-type: none"> • Physical appearance • Body language and speech • General appearance (the 'unwell child')
Clinical tests may be initiated in response to:	<ul style="list-style-type: none"> • Standard protocols for routine health checks • Results of other tests and/or observations • Request from client, another practitioner or specialist
Examination/testing of client includes:	<ul style="list-style-type: none"> • Assessment for signs and symptoms of serious underlying causes of fever, including: <ul style="list-style-type: none"> ➤ General appearance (the 'unwell child') ➤ History of pain, respiratory symptoms, urinary symptoms or ➤ Abdominal symptoms ➤ History of diabetes, rheumatic fever or valvular heart disease ➤ Respiratory rate and pulse rate ➤ Urinalysis ➤ Examination of skin for infection ➤ Examination of ears and throat • Urine specimen collection using multi-reagent sticks and including: <ul style="list-style-type: none"> ➤ Mid-stream urine collection ➤ First pass urine collection ➤ Pediatric bag collection

- Use of capillary and venous blood glucose levels (BGL) [also referred to as blood sugar levels (BSL)] in diagnosis and monitoring control of clients with diabetes
- Examination of extremities, including:
 - Feet of people with diabetes are examined for protective sensation, ulcers, calluses, infections, nail condition and peripheral circulation
 - Extremities of clients with Hansen's disease are examined for ulceration and infection
- Peripheral circulation problems
- Assessment of infant and child growth, including:
 - Measure, document and plot weight and height
 - Compare growth with major developmental milestones and identify potential delayed growth
 - Identify possible causes of delayed growth
- Test:
 - Blood pressure
 - Blood glucose level
 - Hemoglobin level
 - Urinalysis
- Measure (monitor):
 - Height, weight and head circumference using correct equipment
- Examine/assess:
 - External eye and eyelid
 - Ear
 - Skin (for infection and other significant variations)
- Simple abdominal examination:
 - Locate tenderness
 - Simple tests for peritoneal inflammation
 - Presence of abdominal masses
- Simple peripheral nerve examinations, including:
 - Testing extremities (hands, feet) for light touch and sharp sensation
 - Visible wasting of hand muscles
 - Grip strength and finger abduction
- Basic oral health assessment, including:
 - Visual inspection of oral cavity, teeth and gums
 - Palpation of gums and jaw-line for tenderness
 - Identification of common dental variations from normal
- Clinical assessment of eye problems, including:
 - Lid eversion
 - Identification of the signs and symptoms of trachoma (in Children and adults), using the WHO simplified trachoma grading system
 - Retinal photography
 - Use of fluorescein staining
- Visual acuity testing, including:

	<ul style="list-style-type: none"> ➤ Snellen or Bailey-Lovie chart ➤ E-chart ➤ Counting fingers ➤ Light perception • Respiratory assessments, including: <ul style="list-style-type: none"> ➤ Measurement of adult, child and infant respiratory rates ➤ Chest auscultation ➤ Recognition of signs of respiratory distress; ➤ Spirometry; oximetry • Ear examinations, including: <ul style="list-style-type: none"> ➤ Use of otoscope to identify abnormal appearance of tympanic membrane and/or ear canal ➤ Audiometry ➤ Tympanometry • Examination of extremities for: <ul style="list-style-type: none"> ➤ Protective sensation ➤ Ulcers ➤ Calluses ➤ Infections ➤ Nail condition ➤ Peripheral circulation especially hands and feet of people with Chronic conditions (e.g. diabetes or Hansen's disease) • Screen for: <ul style="list-style-type: none"> ➤ Diabetes ➤ Proteinuria ➤ Urinary tract infection ➤ Hypertension
Specimen collection include:	<ul style="list-style-type: none"> • Urine (mid-stream, first pass urine and paediatric bag collection) • Blood • Sputum • Feces • Swabs for culture and sensitivity and for pcr testing from wounds, skin and bodily orifices where appropriate (e.g. throat, ear and nasal swabs) • Tissue samples (for example skin scrapings for fungal infections)
Correct procedures for collection and handling of human pathology samples include:	<ul style="list-style-type: none"> • Correct use of both sealed vacuum system and needle and syringe • Observance of universal precautions in collection and handling of specimens for pathology testing • Use of appropriate sample/specimen containers • Accurate labeling in line with organization policies and procedures • Correct packaging, storage and transportation, in accordance with legislative and regulatory requirements

	<p>for specific samples/specimens</p> <ul style="list-style-type: none"> • Correct disposal of waste (including sharps)
<p><i>Presence of health signs and symptoms to be identified and described include:</i></p>	<ul style="list-style-type: none"> • Common respiratory problems, including: <ul style="list-style-type: none"> ➤ Nasal discharge ➤ Sore throat ➤ Cough ➤ Breathlessness ➤ Haemoptysis (blood in sputum) • Genitourinary conditions, including: <ul style="list-style-type: none"> ➤ Dysuria (urinary tract infection [UTI], sexually transmitted infection [STI]) ➤ Urinary frequency (UTI, diabetes) ➤ Hematuria (UTI, kidney trauma, urinary stones, tumor) ➤ Symptoms of sexual assault • Gastro-intestinal and abdominal conditions, including: <ul style="list-style-type: none"> ➤ Indigestion and heartburn ➤ Diarrhea and/or vomiting ➤ Constipation ➤ Acute abdominal pain • Signs of trauma, such as burns, assault • Common ear health conditions, including: <ul style="list-style-type: none"> ➤ Ear ache ➤ Discharging ear ➤ Deafness ➤ Foreign bodies or impacted wax in the ear canal ➤ Vertigo ➤ Bleeding from the ear • Common types of skin conditions, including: <ul style="list-style-type: none"> ➤ Impetigo ➤ Cellulitis ➤ Boils ➤ Scabies ➤ Fungal infections • Common dental problems, including: <ul style="list-style-type: none"> ➤ Tooth decay or abscess ➤ Jaw problem Bleeding gums ➤ Poor dental hygiene (dental plaque, halitosis, gum recession) ➤ Inability to chew food (toothache, malocclusion, tooth loss) ➤ • Common eye problems, including: <ul style="list-style-type: none"> ➤ Red eyes (conjunctivitis, injury) ➤ Discharging eyes (conjunctivitis) ➤ Itchy eyes (allergic conjunctivitis) ➤ Squint, cross eye, misalignment ➤ Pain on blinking ➤ Rapid visual deterioration ➤ Gradual visual deterioration

<p>Clinical features suggesting potentially serious health problems include:</p>	<ul style="list-style-type: none"> • Peripheral circulation problems • The ‘unwell child’ • Features suggesting dehydration • Chest pain, productive cough, hemoptysis, breathlessness or fast breathing • Pelvic pain, pain passing urine or blood in the urine • Abdominal tenderness or unexplained abdominal pain • Fever among high risk persons (infants, elderly and clients with chronic disease, valvular heart disease or past rheumatic fever) • Fever with features that might indicate serious infection (e.g. abdominal pain, urinary symptoms, headache, productive cough, skin infection) • Wounds or sores that are deep, extensive, on the face or on the extremities of clients with diabetes • Unexplained weight loss • Rash with fever as sign of meningitis or measles. • Joint pain (possibly moving from limb to limb) and/or swollen face and/or heart murmur and fever (or recent history of fever) as a sign of rheumatic heart fever • Headache, pain, fever, photophobia and/or neck stiffness as sign of meningitis or encephalitis • Rash, high pitched cry, fever, skin discoloration as signs of meningococcal disease 		
<p>Potentially serious or complicated health conditions include:</p>	<ul style="list-style-type: none"> • Serious infections (pneumonia, blood poisoning, meningitis, endocarditis, kidney infection) • Cancers (lung, bowel, throat, breast, leukaemia) • Heart disease (heart attack, angina and heart failure) • Asthma and chronic obstructive lung disease • Sexually transmitted infections (gonorrhoea, Chlamydia, syphilis, HIV/AIDS, warts, genital herpes,) • Surgical causes of abdominal pain (appendicitis, pancreatitis, biliary colic, renal stones) • Spinal cord injury, intra-cerebral bleeding 		
<p>Information to promote and maintain good health may include:</p>	<ul style="list-style-type: none"> • Summary of test results and readings • Information on links between heart disease and smoking, diet and physical activity • Information on management of uncomplicated gastrointestinal conditions, such as: <ul style="list-style-type: none"> ➢ Constipation (i.e. eat more fibre, drink more water, appropriate use of laxatives) ➢ Gastroenteritis (i.e. maintain fluid intake, eat according to ➢ Appetite, continue breast-feeding, hand washing and infection control) ➢ Indigestion and heartburn (e.g. trial of antacids, avoid late ➢ Meals, identify other aggravating factors – alcohol, 		
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	<ul style="list-style-type: none"> aspirin, anti-inflammatory medicines, smoking) <ul style="list-style-type: none"> ➤ Food handling and storage • Information on causes of health problems, such as: <ul style="list-style-type: none"> ➤ Ear problems (i. e. infection and relationship to poverty and crowding; traumatic and noise induced deafness) ➤ Skin infections (i.e. crowding; poor access to water; high levels of scabies infestation) • Information on strategies to manage health problems, such as diabetes, including: <ul style="list-style-type: none"> ➤ Physical activity, healthy diet (low fat, low sugar, high fibre) ➤ Carbohydrates, high vegetables and fruits), weight loss and foot care (e.g. appropriate footwear, regular foot self-care, ongoing review) ➤ Use of medicines ➤ Importance of regular health checks • Information on dental health, including: <ul style="list-style-type: none"> ➤ Link between dental health and diet (i.e. consumption of simple sugars and developing dental caries; specific risks such as lolly-pops and baby bottle with sweet drinks or cow's milk; suckling on breast all night) ➤ Chart showing oral assessment findings and teeth development ➤ Good dental hygiene practices (regular brushing and use of dental floss) ➤ Importance of regular dental checks, especially for clients with rheumatic heart disease
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Evidence Guide	
Critical Aspects of Competence	<ul style="list-style-type: none"> • Detailed client observation, questioning and assessment to determine the client's health status, issues and needs • Summary and presentation of findings in line with client needs and workplace requirements • Maintenance of client records and upholding client confidentiality
Underpinning Knowledge And Attitudes	<ul style="list-style-type: none"> • Organization policies and procedures relating to client confidentiality • Key elements of comprehensive and accurate physical, social/emotional and mental health assessment • Common presenting problems and procedures and protocols of relevant action to be taken • Indicators/requirements for initiating health assessment (specific to organization, region, community) • Underpinning knowledge of anatomy/physiology; microbiology, Pathophysiology (disease processes) and pharmacology related to: <ul style="list-style-type: none"> ➤ Circulatory system (including blood pressure, the pulse)

	<ul style="list-style-type: none"> ➤ Respiratory tract ➤ Male and female urinary and genital tracts ➤ Gastrointestinal tract ➤ Skeletal system ➤ Nervous system ➤ Endocrine system ➤ The ear ➤ The skin ➤ The eye ➤ Components of mouth and tooth structure • Basic knowledge of micro-organisms which are pathological to humans and the conditions which they precipitate • Correct procedures and protocols used: <ul style="list-style-type: none"> ➤ To assess common client presentations ➤ During health assessment to limit infection and cross infection • ‘Normal’ range of test outcomes, including: <ul style="list-style-type: none"> ➤ Blood pressure (for adults and children) ➤ Temperature ➤ Pulse rate ➤ Respiratory and peak flow rates ➤ Height and weight ➤ Components of urine ➤ Standard eye tests ➤ Visual examination of eye and ear ➤ Blood glucose (sugar) and hemoglobin levels • Relevant health conditions, including: <ul style="list-style-type: none"> ➤ Respiratory conditions ➤ Renito-urinary conditions ➤ Gastrointestinal problems ➤ Ear conditions ➤ Eye problems ➤ Sexually transmitted infections • Basic nature, management and associated risk factors for common diseases, including: <ul style="list-style-type: none"> ➤ Cardiovascular diseases ➤ Rheumatic fever and rheumatic heart disease ➤ Diabetes ➤ Infectious conditions ➤ Renal disease • Limits of own ability and authority and when to refer or seek assistance • Knowledge of specific pathology tests, and the correct methods of collection, storage and transport of specimens; significance of results of results • Knowledge relating to pregnancy and birthing, including: <ul style="list-style-type: none"> ➤ Mechanics of pregnancy and birthing ➤ Impact of smoking, alcohol and poor nutrition in pregnancy
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	<ul style="list-style-type: none"> • Links between environment and health, including: <ul style="list-style-type: none"> ➤ Crowding ➤ Clean water ➤ Sanitation ➤ Food contamination ➤ Insect vectors • Key elements of accurate reporting via radio/ telephone, in writing and during case discussion • Commonly requested pathology tests and abbreviations, including: <ul style="list-style-type: none"> ➤ Full blood examination and ESR ➤ Random and fasting blood glucose (sugar) level ➤ Glycated haemoglobin ➤ Electrolytes and creatinine ➤ Liver function tests ➤ Lipid tests ➤ Thyroid function tests ➤ Cardiac enzymes ➤ Urinary albumin-creatinine ratio ➤ Tests for sexually transmitted infections ➤ Microscopy, culture and sensitivities • The clinical significance of abnormal findings on common pathology tests with particular reference to use of medicines
Underpinning Skills	<ul style="list-style-type: none"> • Use appropriate procedures, tests and protocols to conduct routine health assessments • Interpret available documented health information • Explain assessment methods and procedures to client • Identify situations when assistance is required • Communicate effectively and establish a relationship of trust with clients and significant others • Elicit relevant information from client or documents • Conduct accurate and effective client assessment, including: <ul style="list-style-type: none"> ➤ Take, consider and record relevant details of client's history (including body language) ➤ Observe and assess client's health, using appropriate tests and medical instrumentation ➤ Comply with (and enforce) infection control guidelines ➤ Use a structured approach to assessment ➤ Interpret common pathology tests ➤ Take full responsibility for assessment findings • Carry out clinical procedures safely, effectively and within guidelines • Recognize signs/symptoms of: <ul style="list-style-type: none"> ➤ Uncontrolled pain ➤ Potentially serious underlying conditions • Interpret, document and report detailed findings of simple routine assessments.

	<ul style="list-style-type: none"> • Interpret, document and report findings of standard pathology tests • Initiate appropriate actions in response to assessment in line with organization procedures and protocols for commonly presented health conditions • Make timely and appropriate referrals, providing accurate and relevant details to clients and referral agencies • Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities.
Resource Requirements	<p>Resource implications required:</p> <ul style="list-style-type: none"> • Access to appropriate workplace where assessment can take place • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures and protocols
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Implement Specialist Access and Egress Procedures
Unit Code	HLT PED5 10 0611
Unit Descriptor	This unit involves implementing specialized procedures necessary to overcome major obstacles to safe access and egress at the scene of an incident. This unit may or may not require the use of specialized equipment. It refers to situations that stretch the resources and ingenuity of personnel involved to a limit beyond the requirements of routine procedures.

Element	Performance Criteria
1. Assess the situation/incident	<p>1.1 Situation/incident is assessed by taking into account all factors, geographical features and physical/atmospheric obstacles impacting on safe access/egress.</p> <p>1.2 Situation is assessed by taking into account the need for specialized knowledge, personnel and/or equipment.</p> <p>1.3 The type of specialized knowledge, personnel and/or equipment is determined in line with the needs of the situation/incident.</p> <p>1.4 The type of specialized knowledge, personnel and/or equipment is determined based on patient care and welfare.</p>
2. Implement necessary procedures to overcome major obstacles and enable safe access and egress	<p>2.1 Specialized knowledge, personnel and/or equipment are requested or arranged according to the assessed need.</p> <p>2.2 Access/egress plan is implemented using specialized equipment, personnel and/or knowledge necessary to complete the task and ensure patient welfare.</p> <p>2.3 Means of safe access and egress are negotiated and maintained according to the State and Territory OHS Acts, as well as Service policies and procedures.</p> <p>2.4 Actions are undertaken in accordance with the modes of transport/local ambulance standard operation procedure.</p> <p>2.5 Available resources are utilized in any appropriate manner to achieve safe access/egress and patient welfare.</p>
3. Monitor specialized access and egress procedure	<p>3.1 Access/egress procedure is monitored constantly to ensure the welfare of patient and safety of personnel.</p> <p>3.2 Condition of patient is monitored constantly.</p> <p>3.3 All factors, which might have impact on the effectiveness and safety of the procedure, are monitored constantly.</p> <p>3.4 All reasonable steps are taken and resources used to</p>

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

Evidence Guide			
Critical Aspects of Assessment	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> • Observation of performance in the work environment or a simulated situation • Development and implementation of access/egress plans under a variety of conditions requiring specialist equipment and/or procedures • Proper use of various types of access/egress equipment including specialist equipment, in a variety of situations 		
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	<ul style="list-style-type: none"> • Recognition that patient welfare is paramount in access and egress procedures • Recognition and observance of OHS requirements • Ingenuity in overcoming difficult access/egress situations
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Dangers associated with various hazardous situations • State/Territory and local policies and procedures related to access and egress • OHS policies and procedures relevant to access and egress • Patient care under these circumstances • Relevant specialist equipment and its uses • Factors which may affect safe access/egress and patient welfare
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> • Oral communication skills (language competence) required to fulfill job roles as specified by the organization/service. Oral communication skills include: <ul style="list-style-type: none"> ➤ Asking questions, ➤ Active listening, ➤ Asking for clarification from patient or other persons at the scene, ➤ Negotiating solutions, ➤ Acknowledging and responding to a range of views • Written communication skills (literacy competence) required to fulfill job roles as specified by organization/service. The level of skill may range from: <ul style="list-style-type: none"> ➤ Reading and understanding incident reports ➤ Case management materials to preparing handover reports for receiving agency staff • Interpersonal skills required include: <ul style="list-style-type: none"> ➤ Working with others, ➤ Empathy with patient and relatives ➤ An ability to relate to persons from differing cultural, social and religious backgrounds • Problem solving skills required include: <ul style="list-style-type: none"> ➤ An ability to use available resources, ➤ Analyze information ➤ Make decisions that ensure patient welfare and their safe access/egress using specialized procedures
Resource Implications	<p>For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge

	<ul style="list-style-type: none"> • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Develop a Disaster Plan
Unit Code	HLT PED5 11 0611
Unit Descriptor	This unit describes the competencies required to develop the roles and responsibilities of workers and others in the community to respond to a disaster in consultation with other agencies and key people.

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

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

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

	<ul style="list-style-type: none"> • 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 unit:</p> <ul style="list-style-type: none"> • Observation of performance in a work context is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed • Observations must include: <ul style="list-style-type: none"> ➤ Knowledge of Pediatrics Nursing technique ➤ Principles of Pediatrics Nursing assessment, including risk assessment ➤ Nursing management of patient go through surgical intervention within the defined scope of practice

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

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Identify and Perform the Fundamental Ethical Standards and Values
Unit Code	HLT PED5 12 0611
Unit Descriptor	This unit of competency describes the skills and knowledge required for Pediatric nurse to perform within the legal and ethical parameters of professional practice, supporting client rights.

Element	Performance Criteria
1. Perform within legal and ethical parameters of Pediatrics nursing practice	<p>1.1 A clear understanding of legal and regulatory acts/guidelines is applied as they have impact on pediatrics nursing practice.</p> <p>1.2 The implications of current legislation are addressed as incorporated into pediatrics nursing practice.</p> <p>1.3 Codes of ethics, code of conduct and pediatrics nursing competency standards are applied in pediatrics nursing practice</p> <p>1.4 Function is done within the scope of jurisdictional pediatrics nursing practice.</p> <p>1.5 Client complaints are handled sensitively and in line with the organizational policies and procedures.</p>
2. Apply an understanding of the legal framework	<p>2.1 An understanding of how the law operates is worked in relation to Pediatrics nursing practice with regard to legal processes, principle and penalties.</p> <p>2.2 A clear understanding of the requirement is applied to obtain consent.</p> <p>2.3 Common legal terms are used associated with Pediatrics nursing practice with a clear understanding of their meaning and implications for Pediatrics nursing practice.</p> <p>2.4 The legal requirements and expectations are applied in relation to report writing in Pediatrics nursing practice.</p> <p>2.5 Mandatory reporting processes are applied in line with the jurisdictional requirements.</p> <p>2.2 Client privacy and confidentiality practices are applied in line with the legislative requirements and organization policies and procedures.</p> <p>2.3 When referral or request for test is received, ensure nature and requirements of test are correctly identified.</p>
3. Apply ethical concept to Pediatrics nursing	<p>3.1 A clear understanding of the concept of ethics and its place is worked in Pediatrics nursing practice.</p> <p>1.2 Ethical practice is demonstrated in all interactions with</p>

practice	<p>clients, relatives, careers and colleagues.</p> <p>1.3 Any potential ethical issues are identified, documented and reported as and if they arise.</p> <p>1.4 An awareness of contemporary ethical issues is maintained that may have impact on Pediatrics nursing practice.</p> <p>1.5 Strategies are developed and implemented to resolve ethical issues within practice.</p> <p>1.6 Responsibility is taken for addressing ethical issues and legal requirements in line with own role.</p> <p>1.7 All documentation is completed in accordance with the legislation and organization policies and procedures</p> <p>1.8 Compliance with legal obligations and requirements are monitored.</p>
2. Support the rights , interests and needs of clients and their families	<p>4.1 Legal responsibilities and duty of care are complied with in all care activities and interactions with clients and their families and careers.</p> <p>4.2 Client rights, interests and decisions are supported.</p> <p>4.3 Client is encouraged to exercise their rights to make informed decisions regarding their pediatric care</p> <p>4.4 Respect and support are demonstrated for the dignity of clients and their families.</p>
5. Apply open disclosure processes	<p>5.1 The principles and processes of open disclosure in a health care environment are worked with an understanding</p> <p>5.2 The role of open disclosure within own role is worked with and understanding as a pediatric nurse.</p> <p>5.3 The roles of other health care workers are worked with and understanding in relation to open disclosure.</p>

Variables	Range
Clients may include:	<ul style="list-style-type: none"> • Child • Relatives / parents • Care taker • guardian
Health practice settings may include but is not limited to:	<ul style="list-style-type: none"> • Acute hospitals • Private hospitals • Public hospitals • Health center
Legal and regulatory frameworks which may include:	<ul style="list-style-type: none"> • National/state Acts of Parliament with impact on Pediatrics nursing practice e.g. Nurses Acts, Mental Health Act, Drugs and Poisons Act/s. • Privacy legislation • Equal employment legislation

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

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrated knowledge of:</p> <ul style="list-style-type: none"> • Legislation related to pediatrics nursing practice • Duty of care. • Scope of practice of the pediatrics nurse • Legal requirements of pediatrics nursing documentation • Observation of performance in a work context is essential for assessment of this unit • Consistency of performance over the required range of workplace situations and should occur on more than one occasion
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Knowledge and application of legislation to pediatrics nurse practice • Knowledge of law – sources, types, court system, common law, civil law and precedent • Knowledge of law of torts – negligence, assault and battery, types of consent, valid consent, legal and intellectual capacity, false imprisonment and defamation • Knowledge of contemporary ethical issues – autonomy, non-maleficence, beneficence, justice and rights • A moral decision making model • Principles of confidentiality and privacy responsibilities • Application of ethical principles to pediatrics nursing practice: <ul style="list-style-type: none"> ➢ Definitions of ethics, bioethics and pediatrics nursing ethics ➢ Theoretical concepts informing ethical conduct • Models of documentation
Underpinning Skills	<ul style="list-style-type: none"> • Apply reading and writing skills (literacy competence) required to fulfill job roles in a safe manner and as specified by the organization, at a level of skill that includes: <ul style="list-style-type: none"> ➢ Reading and interpreting organization policy and procedure manuals and industry codes of practice • Apply oral communication skills-language competence

	<p>required to fulfill job roles in a safe manner and as specified by the organization:</p> <ul style="list-style-type: none"> ➤ Asking questions ➤ Clarifying workplace instructions when necessary ➤ Listening and understanding workplace instructions ➤ Providing information <ul style="list-style-type: none"> • Conduct compliance monitoring activities • Demonstrate, model and monitor work activities in compliance with legal and ethical requirements and organization policies and procedures, including: <ul style="list-style-type: none"> ➤ Demonstrating respect for clients' rights ➤ Meeting requirements for provision of duty of care ➤ Working in accordance with legislation relevant to the workplace and specific work functions • Take into account requirements and imperatives relating to waste minimization, environmental responsibility and sustainable practice • Use effective verbal and non verbal communication skills with a range of internal and external persons, • Use problem solving skills as required to interpret and apply policy in the workplace, develop procedures and monitor practices
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped assessment location with necessary tools and equipment as well as consumable materials • Approved assessment tools
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Manage Quality
Unit Code	HLT PED5 13 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 the clarity of understanding, achievement of quality and overall project objectives</p> <p>1.4 Agreed quality requirements are included in the project plan and implemented as basis for performance measurement.</p>
2. Implement quality assurance	<p>2.1 Results of project activities and product performance are measured and documented throughout the project life cycle to determine compliance with the agreed quality standards.</p> <p>2.2 Causes of unsatisfactory results are identified in consultation with the client, and appropriate actions are recommended to a higher project authority to enable continuous improvement in quality outcomes.</p> <p>2.3 Inspections of quality processes and quality control results are conducted to determine compliance of quality standards to overall quality objectives.</p> <p>2.4 A quality management system is maintained to enable effective recording and communication of quality issues and outcomes to a higher project authority and stakeholders.</p>

3. Implement project quality improvements	<p>3.1 Processes are reviewed and agreed changes 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> <p>3.3 Lessons learned and recommended improvements are identified, documented and passed on to a higher project authority for application in future projects.</p>
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Variable	Range
Quality objectives may include:	<ul style="list-style-type: none"> • Requirements from the client and other stakeholders • Requirements from a higher project authority • Negotiated trade-offs between cost, schedule and performance • Those quality aspects which may impact on customer satisfaction
quality management plan may include:	<ul style="list-style-type: none"> • Established processes • Authorizations and responsibilities for quality control • Quality assurance • Continuous improvement
Quality management methods, techniques and tools may include:	<ul style="list-style-type: none"> • Brainstorming • Benchmarking • Charting processes • Ranking candidates • Defining control • Undertaking benefit/cost analysis • Processes that limit and/or indicate variation • Control charts • Flowcharts • Histograms • Pareto charts • Scatter gram • Run charts
Quality control may include:	<ul style="list-style-type: none"> • Monitoring conformance with specifications • Recommending ways to eliminate causes of unsatisfactory • Performance of products or processes • Monitoring of regular inspections by internal or external agents
Improvements may include:	<ul style="list-style-type: none"> • Formal practices, such as total quality management or continuous improvement • Improvement by less formal processes which enhance both the product quality and processes of the project, for example client surveys to determine client satisfaction with project team performance

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

	<ul style="list-style-type: none"> ➤ Analytical ➤ Attention to detail ➤ Able to maintain an overview ➤ Communicative ➤ Positive leadership
Underpinning Skills	<ul style="list-style-type: none"> • Ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities • Project management • Quality management • Planning and organizing • Communication and negotiation • Problem-solving • Leadership and personnel management • Monitoring and review skills
Resources Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Access to workplace documentation • real or simulated workplace
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Contribute to Policy Development
Unit Code	HLT PED5 14 0611
Unit Descriptor	This unit covers the development and analyzing policies which have impact on the client group and the work of the organization.

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

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

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

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

Occupational Standard: Paediatrics Nursing Level V	
Unit Title	Facilitate and Capitalize on Change and Innovation
Unit Code	HLT PED5 15 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 Manager contributes effectively to the organization's planning processes to introduce and facilitate change.</p> <p>1.2 Plans to introduce change are made in consultation with 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 Creative and responsive approaches to resource management improve productivity and services, and/or reduce costs.</p>
3. Manage emerging challenges and opportunities	<p>3.1 Individuals and teams are supported to respond effectively and efficiently to changes in the organization's goals, plans and priorities.</p> <p>3.2 Competencies are developed to handle change efficiently and effectively by coaching and mentoring individuals and teams.</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</p>

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

Evidence Guide	
Critical Aspects of Competence	<p>Assessment must show evidence that the candidate:</p> <ul style="list-style-type: none"> • Planning the introduction and facilitation of change

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

Occupational Standard: Pediatrics Nursing Level V	
Unit competence	of Develop and implement strategies to enhance client safety
Unit Code	HLT PED5 16 0611
Unit Descriptor	This unit describes the skills and knowledge required to develop and implement communication strategies to enhance the inclusion of clients and careers in planning and delivering health care services and to support honest communication with clients related to risk and adverse events.

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

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

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

Evidence Guide	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Explain effective methods for educating clients about their conditions • Explain how to apply decision support service models to accommodate decisions based on individual preferences or cultural and religious beliefs

	<ul style="list-style-type: none"> • Explain own to evaluate the beneficial and harmful effects of care and treatments • Evaluate effectiveness of client safety strategies • Manage communication relating to adverse events • Enhance client understanding of risk • Promote partnerships between client and service provider 		
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Demonstrates knowledge and understanding of: • Effective methods for educating clients about their conditions • How client decisions are influenced by the way risk information is presented • How clients can be involved in educating health care providers • How to apply decision support service models to accommodate decisions based on • Individual preferences or cultural and religious beliefs • How to engage consumers, clients and careers at every level of health care service delivery and involve them in health improvement activities • How to evaluate the beneficial and harmful effects of care and treatments • Key principles underpinning partnerships with consumers, clients and careers • Models and characteristics of treatment decision-making • National Open Disclosure Standard • Relative effectiveness of methods for communicating risk information to clients and careers • Role and responsibilities of the organization in open disclosure • Role of clinical risk management and quality improvement processes in open disclosure 		
Underpinning Skills	<ul style="list-style-type: none"> • Skills include the ability to: • Evaluate effectiveness of client safety strategies • Manage communication relating to adverse events • Enhance client understanding of risk • Promote partnerships between client and service provider • Actively seek suggestions from clients and careers on improvements to health care • Develop a variety of methods to foster routine collaboration between health care providers and their clients and careers • Establish clear processes for managing adverse events and near misses in their organization • Foster community awareness of the role clients and the community can play in improving health care and making the health care system safe • Incorporate principles of open disclosure into organization guidelines 		
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		<ul style="list-style-type: none"> • Integrate risk information into client information materials • Provide guidance and coaching to clients in decision-making, communicating with others, accessing support and handling pressure • Provide reports to staff about the importance of engaging clients and careers in health care delivery • Provide training to staff in the appropriate use of decision aids • Promote opportunities to address waste minimization, environmental responsibility and sustainable practice issues, including practices to ensure efficient use of resources
Resources Implication		<p>The following resources MUST be provided.</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • specifications and work instructions • Approved assessment tools • Certified assessor /Assessor's panel
Methods Assessment	of	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context Assessment	of	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Maintain an effective health work environment
Unit Code	HLT PED5 17 0611
Unit Descriptor	This unit of competence describes the skills and knowledge required to maintain an effective work environment in a health setting by monitoring, coordinating and promoting the implementation of ethical, safe and effective work practices in line with the established work requirements.

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

	<p>clients and colleagues.</p> <p>2.6 Interpersonal differences in the workplace are promoted and assisted with the resolution of conflict.</p>		
<p>3. Maintain a positive approach to health in the workplace</p>	<p>3.1 Work practices are monitored to ensure that they contribute to maintain an effective and client-centered approach to health.</p> <p>3.2 Implementation of work practices is monitored to ensure clients are included in shared decision making as partners in health care.</p> <p>3.3 A workplace culture of promoting good health is supported and maintained by sharing health information.</p> <p>3.4 Workplace is made to focus on preventing ill health and minimizing risk.</p> <p>3.5 Workplace focus on processes and procedures is monitored and maintained to manage stress and prevent fatigue.</p>		
<p>4. Monitor professional work standards</p>	<p>4.1 The implementation of organization policies and procedures relating to awards, standards and legislative requirements of staff is monitored</p> <p>4.2 Areas for improving work practices are identified and supported the implementation in line with the organizational policies and procedures.</p> <p>4.3 Compliance with relevant accreditation standards applying to work undertaken is monitored and issues are addressed.</p> <p>4.4 Staff understanding and focus on achieving organizational goals and objectives in work undertaken are monitored.</p> <p>4.5 Staff efforts are monitored and supported to respond positively to improve work practices and procedures.</p> <p>4.6 Issues requiring mandatory notification are identified and reported appropriately.</p>		
<p>5. Work in the health industry context</p>	<p>5.1 Effective relationships with workers from different sectors and levels of the industry are established in line with the work role and requirements.</p> <p>5.2 Knowledge of the roles and functions of various health care structures, organizations and systems is applied.</p> <p>5.3 Knowledge of current issues influencing the health care system, including health issues is maintained.</p>		
<p>6. Take opportunities to develop own competence</p>	<p>6.1 Own skills/knowledge are/is monitored in relation to the ongoing and changing work requirements.</p> <p>6.2 Areas for personal development are identified in line with the health industry developments, organization requirements and personal interest</p>		
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	<p>6.3 Initiative is taken to access and/or create development opportunities to support organizational need and personal career development.</p> <p>6.4 Available formal and informal skill/knowledge development and maintenance activities are undertaken.</p>
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Variable	Range statement
Requirements of own work role may include:	<ul style="list-style-type: none"> • Level of responsibility • Organization guidelines • Individual awards and benchmarks • Legislation relevant to work area • Accreditation standards
Organization policy on confidentiality may relate to:	<ul style="list-style-type: none"> • Storage of records • Destruction of records • Access to records • Release of information • Verbal and written communication
Organization procedures, policies, awards, standards and legislation may include:	<ul style="list-style-type: none"> • Federal legislation • Quality management policy and practice • Current Ethiopian Standards • Aged care accreditation standards • Accreditation and service provision standards of other relevant industry organizations • Relevant health regulations and guidelines, policies and procedures, including child protection
Communication strategies may include:	<ul style="list-style-type: none"> • Active listening • Appropriate language • Appropriate communication aids • Appropriate modes of communication • Appropriate demeanor and body language • Appropriate tone and presentation • Observation • Questioning, clarifying, advising • Providing appropriate and accurate information
Promoting positive client relationship may include:	<ul style="list-style-type: none"> • Acknowledging and greeting courteously • Identifying client needs and attending to them in a timely manner • Handling complaints sensitively, courteously and as per practice protocols • Demonstrating respect for clients' time

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

development may relate to:	<ul style="list-style-type: none"> • Manual handling • First Aid • Cultural awareness • Infection control • Cardiopulmonary resuscitation emergency response and notification protocols • Fire emergency response procedures for notification and containment of fire, use of firefighting equipment and fire safety procedures • Security procedures • Quality improvement policy and practice • Discrimination, harassment and bullying in the workplace • Formal and informal resolution of grievances • Waste management • Customer service • Communication, conflict resolution • Others
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Evidence Guide	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Explain duty of care, confidentiality of information and ethical decision-making • Explain and apply principles underpinning client-centered health care and client safety • Describe role, function and objectives of the organization, and relevance to specific workplace requirements • Explain relevant organization procedures, policies, awards, standards and legislation and their application in the workplace • Analyze implementation of workplace procedures and their outcomes to identify areas for improvement • Apply high level decision-making and problem solving skills as required to monitor decision-making processes and provide constructive input to assist others • Create and promote opportunities to enhance sustainability in the workplace • Apply high level communication skills as required by specific work
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and understanding of:</p> <ul style="list-style-type: none"> • Details of accreditation processes and quality improvement practices

	<ul style="list-style-type: none"> • Implications of relevant legislation, including: <ul style="list-style-type: none"> ➤ Access and equity ➤ Anti-discrimination ➤ Infection control ➤ OHS ➤ Privacy • Meaning of duty of care, confidentiality of information and ethical decision-making in relation to own and others' work duties and responsibilities; what constitutes a breach of these and potential ramifications of such breaches • Principles underpinning client-centered health care • Principles of client safety • Organization procedures relating to: <ul style="list-style-type: none"> ➤ Emergency response ➤ Fire safety ➤ Safe disposal of goods/waste ➤ Security ➤ Sustainability in the workplace, including environmental, economic, workforce and social sustainability • Role, function and objectives of the organization, and relevance to specific workplace requirements • Terms and conditions of employment for staff members • Understanding of relevant organization procedures, policies, awards, standards and legislation and their application in the workplace
Underpinning Skills	<p>Skills include the ability to:</p> <ul style="list-style-type: none"> • Apply knowledge of the ramifications of breaches of duty of care, confidentiality, ethical guidelines and other relevant policies and legislation • Apply understanding of good personal hygiene and risk associated with poor hygiene • Identify own responsibilities within the workplace • Analyze implementation of workplace procedures and their outcomes to identify areas for improvement • Apply functional literacy skills needed for written and oral information about workplace requirements • Apply high level decision-making and problem solving skills as required to monitor decision-making processes and provide constructive input to assist others • Create and promote opportunities to enhance sustainability in the workplace • Use high level communication skills as required by specific

	<p>work role, including:</p> <ul style="list-style-type: none"> ➤ Interpreting and implementing complex verbal and/or written instructions ➤ Providing information and ensuring understanding ➤ Reporting incidents in line with organization requirements ➤ Reeking clarification of information provided by others
Resources Implication	<p>The following resources MUST be provided.</p> <ul style="list-style-type: none"> • Access to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • Specifications and work instructions • Approved assessment tools • Certified assessor /Assessor's panel
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/Role-plays • Written exam/test on underpinning knowledge • Questioning or interview on underpinning knowledge • Project-related conditions (real or simulated) and require evidence of process <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting. This competence standard could be assessed on its own or in combination with other competencies relevant to the job function.</p>

Occupational Standard: Pediatrics Nursing Level V	
Unit Title	Develop and Refine Systems for Continuous Improvement in Operations
Unit Code	HLT PED5 18 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	3.1 Check that levels of delegated authority and responsibility are appropriate for continuous improvement from the shop floor

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

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

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

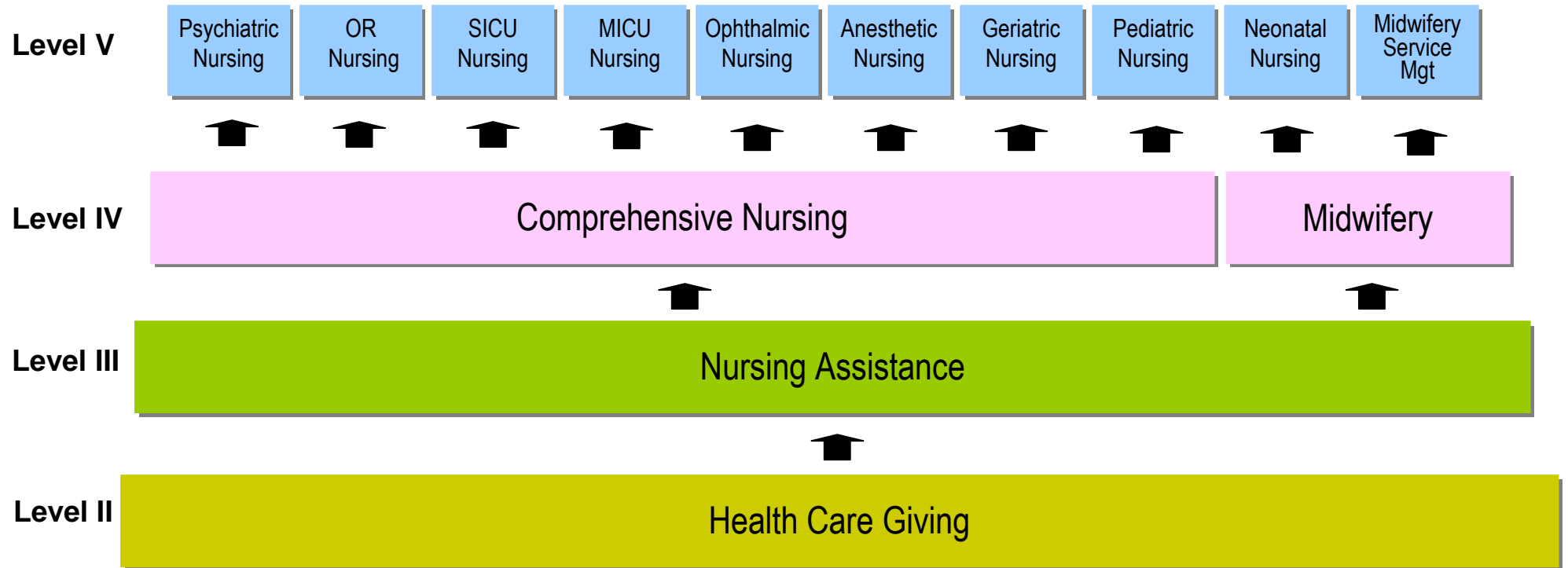
Systems impacting improvements	Systems which impact/are impacted on improvements and the improvement system include: <ul style="list-style-type: none"> • office • purchasing • rewards (individual or team at all levels) • sales • marketing • maintenance • process/product • transport and logistics
Organizational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

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

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

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

Sector: Health
Sub-Sector: Nursing Care



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