



Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD

CAREGIVING
NTQF Level II



Ministry of Education
March 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 Ethiopian 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 Ethiopia 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 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, NTQF level
- Unit code
- Unit title
- 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 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

UNIT OF COMPETENCE CHART

Occupational Standard: Caregiving		
Occupational Code: LSA CRG		
<i>NTQF Level II</i>		
LSA CRG2 01 0311 Provide Care and Support to Infants and Toddlers	LSA CRG2 02 0311 Provide Care and Support to Children	LSA CRG2 03 0311 Provide Care and Support to People with Special Needs
LSA CRG2 04 0311 Provide Care and Services to Elderly	LSA CRG2 05 0311 Foster Physical Development of Children	LSA CRG2 06 0311 Foster Social, Intellectual, Creative and Emotional Development of Children
LSA CRG2 07 0311 Clean Living Room, Dining Room, Bedrooms, Toilets, Bathrooms and Kitchen	LSA CRG2 08 0311 Wash and Iron Clothes, Linen and Fabric	LSA CRG2 09 0311 Prepare Hot and Cold Meals/Food
LSA CRG2 10 0311 Respond to Emergency and Apply Basic First Aid	LSA CRG2 11 0311 Maintain Healthy and Safe Environment	LSA CRG2 12 0311 Implement and Monitor Infection Control Policies and Procedures
LSA CRG2 13 0311 Respond Effectively to Difficult/Challenging Behavior	LSA CRG2 14 0311 Maintain High Standards of Patient Services	LSA CRG2 15 0311 Practice Occupational Health and Safety Procedures
LSA CRG2 16 0311 Practice Career Professionalism	LSA CRG2 17 0311 Participate in Workplace Communication	LSA CRG2 18 0311 Work in Team Environment
LSA CRG2 19 0216 Develop Business Practice	LSA CRG2 20 0216 Standardize and Sustain 3S	

Occupational Standard: Caregiving Level II	
Unit Title	Provide Care and Support to Infants and Toddlers
Unit Code	LSA CRG2 01 0311
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to provide care and support to infants and toddlers ages from birth to three years.

Element	Performance Criteria
1. Comfort infants and toddlers	<p>1.1 Tools and equipment are prepared according to the need of the infant/toddler.</p> <p>1.2 Distressed infants and toddlers are responded based on the appropriate methods, activity and non-verbal cues.</p> <p>1.3 Infants and toddlers are picked up and cuddled according to the procedures.</p>
2. Bathe and dress infants and toddlers	<p>2.1 Infants and toddlers' vital signs are checked based on the procedures.</p> <p>2.2. Water quantity and temperature are checked as per the requirements.</p> <p>2.3 Infants and toddlers are bathed according to the procedures.</p> <p>2.4 Comforters are made available to infant and toddler when needed.</p>
3. Feed infants and toddlers	<p>3.1 Infants and toddlers' feeding bottles are cleaned and sterilized as needed.</p> <p>3.2 Milk formula is prepared as prescribed.</p>
4. Put infants and toddlers to sleep	<p>4.1 Infants and toddlers' crib is prepared based on the procedure.</p> <p>4.2 Infants and toddlers are put to sleep based on the procedures.</p>
5. Enhance social, physical, intellectual, creative and emotional activities of infants and toddlers	<p>5.1 Infants and toddlers are exposed to family members, relatives and playmates for communication and interaction purposes.</p> <p>5.2 Infants/toddlers are provided with manipulative or creative toys and games as needed.</p> <p>5.3 Infants/toddlers are given exercise activities as required.</p>

Variable	Range
Tools and equipment	<ul style="list-style-type: none"> • Infants crib/bed • Blanket/comforters • Infant carrier

	<ul style="list-style-type: none"> • Stroller • Bassinet • Bathing paraphernalia (e.g. Baby bath tub, baby toiletries, towel, etc.) • Baby's Layette • Feeding bottles with cap, ring and nipple • Thermometer • Thermometer Tray • Sterilizer • Infant's/Toddler's Formula • Bibs • Nursery Rhymes • Toys for the Crib (Mobile) • Infants/Toddlers Toys • Story Books 		
Distressing Infants/toddlers	<ul style="list-style-type: none"> • Crying • Appearing withdrawn • Squirring • Lack of eye contact • Sleeping difficulties • Whining • Not playing or not playing creatively • Repetitive display of trauma • Aggression • Regression • Speech difficulties (e.g. Stuttering) • Toilet training difficulties • Nervous tics (e.g. Cough) • Hunger • Tiredness • Discomfort • Fear • Anxiety • Boredom • Clinging behaviour 		
Appropriate method and activities	<ul style="list-style-type: none"> • Imitating babies' vocalizations • Talking • Singing • Laughing • Rhymes • Finger Games • Holding • Dancing • Gentle Bouncing • Substituting Activities • Playing • Distraction to an activity 		
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	<ul style="list-style-type: none"> • Cuddles, comfort • Listening, talking with the infant or toddler quietly • Use of transition object
Non Verbal Cues	<ul style="list-style-type: none"> • Cues to indicate distress • Response to an interesting activity • Smiling • Cues that express a desire to engage in an activity of interaction
Comforters	<ul style="list-style-type: none"> • Special toys • Blankets • Dummies

Evidence Guide

Critical Aspects of Competency	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • respond to distressed infants and toddlers in a relaxed and calm manner • take vital signs, bath and dress/undress infant/toddler • prepare milk formula and fed infant as prescribed • clean and sterilize feeding bottles • put infants/toddlers to sleep • enhance social, physical, intellectual, creative and emotional activities of the infant/toddler • demonstrate the ability to assess infants/toddlers' needs appropriately
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • The Dependent Nature of Infants/Toddlers • Bathing Paraphernalia and ; Types, Uses, Specification • Procedures in Taking Vital Signs • Basic Infant Care • Procedures in Bathing and Dressing/Undressing of infants • Infant Diet • Procedures in Feeding • Types and Uses of Clothes and Underwear • Specifications and Uses of Non-Slip Rubber Mat • Hand Washing Procedures • Specifications of Different Types of Thermometer • Table Etiquette • Signs of Infants/Toddlers Distress
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Communication Skills (listening, speaking, verbal and non-verbal) • Empathy • Interpersonal Skills • Creative Skills • Ability to establish bonding with infant/toddler • Basic Measurement

Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Caregiving Level II	
Unit Title	Provide Care and Support to Children
Unit Code	LSA CRG2 02 0311
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to provide care and support to children between three (3) years old and twelve (12) years old.

Elements	Performance Criteria
1. Instil personal hygiene practices to children	<p>1.1 Hygiene practices are explained clearly to children based on the established procedures.</p> <p>1.2 Personal hygiene procedure is demonstrated to children based on the health and safety procedures.</p> <p>1.3 Children paraphernalia are maintained based on the healthy procedures.</p>
2. Bathe and dress children	<p>2.1 Children's vital signs are checked before bathing based on the procedures.</p> <p>2.2 Bathing paraphernalia is prepared as per the procedures.</p> <p>2.3 Bath water quantity and temperature are checked based on the health requirements of the child.</p> <p>2.4 Children are assisted in dressing up according to the prevailing weather condition.</p> <p>2.5 Children's preferences and decisions are acknowledged, respected and followed whenever appropriate and possible.</p> <p>2.6 Children with difficult behaviour in bathing are dealt with appropriately as per the procedures.</p>
3. Feed children	<p>3.1 Nutritional requirements of children are determined according to their developmental stage.</p> <p>3.2 Menu is prepared in accordance with children's nutritional and cultural requirements.</p> <p>3.3 Appetizing food and drink are prepared and served sufficiently and appropriately according to the child's health needs and preferences.</p> <p>3.4 Children are fed following healthy procedures.</p>

Variable	Range
Children's paraphernalia	<ul style="list-style-type: none"> • Bathing paraphernalia and toiletries • Diaper • Clothes • Grooming Kit (baby hairbrush, comb, nail scissors) • Oral Hygiene (toothbrush, toothpaste) • Feeding Utensils

	<ul style="list-style-type: none"> • Bibs • High Chair/Booster Seat/Portable Seat • Thermometer • Thermometer Tray
Nutritional requirements	<ul style="list-style-type: none"> • Nutritious food • Balance Diet • Relevant nutritional needs according to age level
Menu	<ul style="list-style-type: none"> • Breakfast • Lunch • Dinner • Snacks
Cultural requirements	<ul style="list-style-type: none"> • Meal patterns over a day • Drinks provided • Foods used • Hot or cold meals • Spices and flavourings used • Inclusion of sweets
Appetizing food	<ul style="list-style-type: none"> • Colour • Shape • Texture • Variety
Health needs of children	<ul style="list-style-type: none"> • Medical advice and diet • Allergies to certain foods
Food and drink preferences	<ul style="list-style-type: none"> • Culture • Dietary Requirements • Religion • Age • Family Patterns • Individual Tastes • Stage of the Day

Evidence Guide

Critical Aspects of Competency	<p>Assessment may requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • demonstrate ability to prepare nutritious foods suitable for children • instil personal hygiene practices to children • take vital signs before bathing the child • demonstrate feeding procedures
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Bathing and Dressing/Undressing Procedures • Procedures of Feeding Children • Procedures in Taking Vital Signs • Proper Health Care of Children • Hand Washing Procedures • Table Etiquette • Good Grooming • Nutritional Needs of Children

Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> • Cooking and Preparing Food • Menu Planning • Basic Measurements
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Caregiving Level II	
Unit Title	Provide Care and Support to People with Special Needs
Unit Code	LSA CRG2 03 0311
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in providing support and assistance to maintain quality care for people with special needs to be able to enhance their abilities to communicate and be independent; responding to the physical, medical, health and safety, personal care and home maintenance requirements of people with disabilities.

Elements	Performance Criteria
1. Establish and maintain appropriate relationship with people with special needs	<p>1.1 All dealings with people with special needs are aimed at generating a trusting relationship which includes protecting confidentiality, privacy, individual choices and the right to decision making.</p> <p>1.2 Respect for individual differences is demonstrated in all dealings with people with special needs.</p> <p>1.3 Support for the interests, rights and decision making of people with special needs is demonstrated in all dealings.</p> <p>1.4 People with special needs are actively encouraged and supported to communicate ideas, feelings and preferences.</p>
2. Provide appropriate support to people with special needs	<p>2.1 All support to people with special needs is provided in accordance with their needs, rights and self-determination.</p> <p>2.2 Assistance is provided to people with disabilities according to the employment organization guidelines.</p> <p>2.3 Information required by people with special needs are identified and provided.</p> <p>2.4 Reactions and limitations regarding differences are recognized and appropriate assistance is sought to ensure that the rights of people with special needs are upheld.</p>
3. Assist in maintaining wellbeing of people with special needs.	<p>3.1 People with special needs are provided with support in maintaining a clean, safe and comfortable environment.</p> <p>3.2 Situations of risk to health and safety are responded to in accordance with the established and approved health and safety procedures.</p> <p>3.3 People with special needs are actively encouraged to practice self-expression.</p> <p>3.4 Rights and responsibilities of people with special needs are discussed with them professionally and in a non-threatening and non-critical ways.</p>

	3.5 Strategies are developed for people with special needs to assert self-terms of accomplishments and achievements.
4. Assist people with special needs to identify and meet their needs	<p>4.1 The dignity, privacy and personal choice of people with special needs in relation to needs are upheld.</p> <p>4.2 People with special needs are assisted to identify, select and prioritize their specified nursing needs.</p> <p>4.3 People with special needs are assisted to identify, select, prioritize and fulfil or implement their social, physical, intellectual, creative and emotional activities.</p> <p>4.4 People with special needs are assisted to select and develop strategies to meet their requirements in order to achieve their nursing needs.</p>

Variable	Range
Individual differences	<ul style="list-style-type: none"> • Daily living • Rights • Support will be in the Context for services offered
Assistance	<ul style="list-style-type: none"> • Providing information • Assistance with mobility or providing specific support such as transport • Encouragement and support for decisions and actions • General household assistance and maintenance
Differences	<ul style="list-style-type: none"> • Individual (age, gender, ability, history, personal
Rights	<ul style="list-style-type: none"> • Choose for oneself • Have meaningful work • Privacy • Dignity • Confidentiality • Self determination • Appropriate support • Skill development • Advocacy
Responsibilities	<ul style="list-style-type: none"> • Act within the law • Treat others with consideration and respect • Abide by family obligations • Abide by the policies and procedures of the services being used
Tools and equipment	<ul style="list-style-type: none"> • Bed with side rails • Night Light • Handrails

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • establish and maintain appropriate relationship with people who have special needs

	<ul style="list-style-type: none"> • provide appropriate support to people with special needs • assist in maintaining the wellbeing of people with special needs • assist people with special needs to identify and meets their needs
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant organizational policies and procedures and responsibilities within it • Relevant policies, protocols and practices of the organization in relation to own work activities • Basic knowledge of different types of disabilities and their effects on clients need • Understanding of support requirements for people with special needs
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Interpersonal skills appropriate to work with people with special needs • Oral communication skills (language skills) necessary to develop a trusting relationship with people with special needs. Language may be English or community language as required by service or organization
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Caregiving Level II	
Unit Title	Provide Care and Services to Elderly
Unit Code	LSA CRG2 04 0311
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in providing support and assistance to maintain quality care for the elderly to meet his/her daily needs including nourishment, mobility, personal hygiene and other support within the plan of care.

Elements	Performance Criteria
1. Establish and maintain an appropriate relationship with the elderly	<p>1.1 Self-introduction by the caregiver to the elderly client is done based on the established procedures.</p> <p>1.2 Appropriate attitudes such as confidentiality, privacy, courtesy and respect are adhered to and demonstrated towards the elderly based on the established procedures.</p> <p>1.3 The orderly's own interest, rights, freedom and decision-making are supported and respected based on the established procedures.</p> <p>1.4 Short interpersonal exchanges with the elderly in establishing, developing and maintaining rapport are encouraged.</p>
2. Provide appropriate support to the elderly	<p>2.1 All support is provided to the elderly in accordance with the elderly's needs, rights, self-determination and individual differences.</p> <p>2.2 The elderly is encouraged and supported to participate in ceremonial, cultural, educational, recreational, religious, social, and spiritual activities as appropriately planned.</p> <p>2.3 Assistance is provided at all times in order to maintain a safe and healthy environment, including minimizing physical dangers and risk of infections based on established procedures.</p> <p>2.1 Proper response to situations of risks to health and safety is provided and maintained based on established procedures.</p>
3. Provide assistance with elderly personal care needs	<p>3.1 Personal preferences are identified in consultation with the elderly and a plan for execution is mapped out based on established procedures.</p> <p>3.2 The elderly is supported and encouraged in exercising their rights and personal preferences without compromising their safety and those of others and in accordance with established procedures.</p> <p>3.3 Short interpersonal exchanges, clarifying meaning and maintaining interaction to identify the elderly preferences are conducted based on established procedures.</p>

	3.4 Time is scheduled to effectively listen to the orderly's preferences to maximize his/her well-being.
4. Provide assistance with the elderly personal care needs	<p>4.1 The elderly personal care needs (aids to daily living) are identified and assistance provided.</p> <p>4.2 Specific concerns and difficulties in meeting some personal care needs are identified, clarified and modified with the elderly in order to effectively address such concerns and problem needs.</p> <p>4.3 Assistive devices for providing assistance for the elderly are identified and used as appropriate.</p> <p>4.4 Organizational policies and practices for reporting are followed as appropriate.</p> <p>4.5 The elderly self-esteem and confidence are enhanced.</p> <p>4.6 Provisions for interaction between the elderly and the community are researched and developed.</p> <p>4.7 Developmental and progressing personal care needs are identified, acknowledged and provided for as appropriate.</p> <p>4.8 Empathy is demonstrated in supporting and caring for the elderly's feeling of grief and loss.</p>

Variable	Range
Rights may be detailed in:	<ul style="list-style-type: none"> • Service/outcomes standards documents • Legislation • Organizational policies and practices
Short interpersonal exchanges	<ul style="list-style-type: none"> • Chatting in friendly manner • Inquiring about the elderly's health • Short casual exchanges • Effective communication • Dialogue • Question and answer/interview techniques
Needs of the elderly	<ul style="list-style-type: none"> • Physical, sexual • Financial • Household assistance and maintenance
Factors contributing to individual difference	<ul style="list-style-type: none"> • Culture • Age • Economic • Social • Gender • Physical • Intellectual
Assistance	<ul style="list-style-type: none"> • Providing information and advice • Accompanying or providing specific services • Encouragement and support for decisions and actions • Companionship

Evidence Guide			
Critical Aspects of Competency	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • work within roles and responsibilities in a manner which accommodates and accepts individual differences of the elderly • establish and maintain appropriate relationship with the elderly • provide appropriate support and assistance with the elderly's personal care needs • understand and adhere to own roles and responsibilities • understand accountability and responsibility of supervisors and colleagues • consult with the elderly, including asking questions, observing, listening and suggesting • recognize and understand the elderly's rights and personal preferences including the ability to list the elderly's preferences • demonstrate a non-judgmental attitude to the different emotional, psychological and spiritual needs of the elderly in all communications 		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Types, uses, specifications and maintenance of bathing paraphernalia • Procedures of bathing and dressing the elderly • Proper care of elders • Principles and procedures in taking vital signs • Common signs and symptoms of common illnesses • Principles and procedures of medicine administration • Relevant plan of care, roles and responsibilities of caregiver 		
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Ability to establish and maintain a relationship that takes into account the elderly's individual differences (e.g. age, abilities, disabilities, cultural background) • Oral communication skills (language skills) and non-verbal communication skills (e.g. touch, smiling, etc.) necessary to develop a trusting relationship with an elderly. Language skills may be English, mother language or technical language (medical terms) as required by employment service or organization • Oral communication skills (language competence) required to fulfil job roles as specified by the employment organization/service. • Oral communication skills include asking questions, clarifying understanding of the elderly's preferences and expressing encouragement in oral communication. Service/organization may require competence in English or native language, as required by the elderly. 		
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Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Caregiving Level II	
Unit Title	Foster Physical Development of Children
Unit Code	LSA CRG2 05 0311
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to foster specific physical development of children from 1-12 years old.

Elements	Performance Criteria
1. Enhance physical activities of children	<p>1.1 Children are provided with tools and equipment based on physical development needs.</p> <p>1.2 Children are given exercise or activities based on needs.</p>
2. Create opportunities for children to develop a wider range of physical development	<p>2.1 Children are provided opportunities to develop their physical skills based on development needs.</p> <p>2.2 Children are given the opportunities to develop themselves physically in accordance with resources available.</p> <p>2.3 Equipment and tools are made available based on needs.</p> <p>2.4 Opportunities for physical development are provided based on child's stage of growth and development.</p> <p>2.5 Children are monitored and encouraged to develop healthy sleeping patterns and practices based on physical needs.</p>
3. Provide experience to support physical development of children	<p>4.1 Experiences are provided which will develop and enhance physical fitness.</p> <p>4.2 Encouragement is given to children to learn to develop habit forming physical activities.</p> <p>4.3 Ways and means for the child to participate in physical fitness are communicated, modelled and practiced.</p>

Variable	Range
Tools and equipment	<ul style="list-style-type: none"> • Playpen with approximate toys according to age group (cradle toys, objects to explore by mouth, swinging toys, rattles, toys to poke, squeeze and push along) • Audio Visual Equipment (radio cassette, TV) • Colouring Books • Crayons • Pencils • Peg Boards • Beads to String • Construction Sets • Scissors • Paper • Colour • Paint/Short Fat Paint Brushes • Play Dough

	<ul style="list-style-type: none"> • Activity Kit • Puzzles • Books • Manual
Opportunities to support children's development will vary according to a number of factors such as physical skills	<ul style="list-style-type: none"> • Child/Worker Ratios • Physical Environment – Constraints & Potential • Purpose of the Service • The amount and type of support from parents and participation by parents • The level of support available to the service from external bodies e.g. advice specialist services, resource workers • The frequency and regularity of use of the service by the child • Skills in motor areas – fine and gross motor • Dexterity • Eye – Hand Coordination • Balance • Locomotion • Coordination
Opportunities to develop physical development skills may include:	<ul style="list-style-type: none"> • Active Games • Sports • Exercises • Setting up venue/environment • Range of environments and equipment • Socio dramatic play • Play with construction materials • Art activities
Opportunities to develop relevant physical skills will vary according to the age/disability of the child	<ul style="list-style-type: none"> • For infants: <ul style="list-style-type: none"> ➢ Equipment and toys such as cradle toys, objects to explore by mouth, swinging toys, rattles, toys to poke, squeeze and push along • For Toddlers: <ul style="list-style-type: none"> ➢ Opportunities provided to practice new skills of walking, climbing, balancing and pushing and pulling wheeled toys • For 3 to 5 years old: <ul style="list-style-type: none"> ➢ Opportunities to develop fine motor skills such as puzzles, peg boards, beads to string, construction sets, crayons, brushes, scissors ➢ Opportunities to practice large muscle skills such as running, jumping, catching a ball etc. • For 6 to 12 years old: <ul style="list-style-type: none"> ➢ Opportunities for development of balance, skilled climbing, riding, skating opportunities to develop skills in running kicking, catching, skipping, throwing, writing, drawing, gluing etc.

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate to: <ul style="list-style-type: none"> • demonstrate ability to engage children in a range of developmental opportunities which are matched to their developmental stage and specific needs
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • Knowledge and understanding of children’s physical development and skill development • Acceptance of each child’s rate of development, needs, interests and strengths • Experiences that will target specific areas of physical development • Needs of children with a sensory/physical disability • Equipment, toys and resources that can be used to stimulate physical development • Knowledge of interaction between physical development and other areas of development – especially social and psychological development • Relevant organizational standards, policies and procedures
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> • Planning • Interpersonal Skills • Motivational Skills
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Caregiving Level II	
Unit Title	Foster Social, Intellectual, Creative and Emotional Development of Children
Unit Code	LSA CRG2 06 0311
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to foster the social, intellectual, creative and emotional development of children from 1-12 years old.

Element	Performance Criteria
1. Foster children's independence and autonomy	<p>1.1 Opportunities to develop self-help skills and independence are provided as needed.</p> <p>1.2 Children are given opportunities to make choice in appropriate ways taking into consideration their individual differences.</p> <p>1.3 Children are encouraged to accept responsibility for their own actions.</p> <p>1.4 Opportunities are created for children to participate in decision making.</p>
2. Encourage children to express their feelings, ideas and needs	<p>2.2 Children are encouraged to express their feelings, ideas and needs based on social norm.</p> <p>2.3 Children are provided with activities as means of releasing their feelings according to their interests and needs.</p> <p>2.4 Children are encouraged to respect each other's individual needs, abilities and interest.</p>
3. Stimulate children's awareness and creativity	<p>3.1 Children are encouraged to express their imagination and creativity based their developmental needs.</p> <p>3.2 Children are provided with activities that would support awareness of the range of movements of their own body based on their developmental needs.</p> <p>3.3 Materials and experiences are provided that would stimulate their various senses based on their interests.</p> <p>3.4 Experiences that develop and enhance imagination and creativity are provided based on their interests.</p>
4. Foster children's self-esteem and development of self-concept	<p>4.1 Opportunities are provided for children to experience their individual strengths and needs.</p> <p>4.2 Acknowledgement and positive support are given based on child experience negative feeling (frustration, aggression, depression, fear and anxiety).</p> <p>4.3 Activities that present a challenge within the child's needs and capabilities are provided based on developmental stage.</p>

	<p>4.4 Individual differences are acknowledged and respected based on child's development stage.</p> <p>4.5 Children's achievements are acknowledged and appreciated based on preference.</p> <p>4.6 Children's positive self-worth and self-esteem are enhanced.</p>
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Variable	Range
Opportunities	<ul style="list-style-type: none"> • Socio dramatic play • Movement • Listening to music • Art experiences including clay and finger painting
Individual differences	<ul style="list-style-type: none"> • Age • Gender • Family background and lifestyle • Abilities and disabilities • Style of social interaction • Appearance • Cultural beliefs and practices
Children's activities	<p>are carried out with the use of the following:</p> <ul style="list-style-type: none"> • Playpen with approximate toys according to age group (cradle toys, objects to explore by mouth, swinging toys, rattles, toys to poke, squeeze and push along) • Audio Visual Equipment (radio cassette, TV) • Colouring Books • Crayons • Pencils • Peg Boards • Beads to String • Construction Sets • Scissors • Paper • Colour • Paint/Short Fat Paint Brushes • Play Dough • Activity Kit • Puzzles • Books • Manual

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • demonstrate ability to evaluate the emotional and psychological stage of the child and to plan activities which will enhance their development

	<ul style="list-style-type: none"> • demonstrate ability to assist children to be creative through providing a stimulating and challenging environment, taking into account child's age, development, culture and abilities • demonstrated ability to engage children in a range of developmental opportunities which are matched to their developmental stage and specific needs
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Psychology of Children • Cultural Awareness • Processes for Creative and Artistic Expression • Children Developmental Stages • Understanding of Children's Physical and Skills Development
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Planning • Interpersonal Skills • Motivational Skills
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Caregiving Level II	
Unit Title	Clean Living Room, Dining Room, Bedrooms, Toilets, Bathrooms and Kitchen
Unit Code	LSA CRG2 07 0311
Unit Descriptor	This unit covers the knowledge, skills, and attitudes required to perform home management by providing clean, secure and safe environment.

Element	Performance Criteria
1. Clean surfaces and floors	<p>1.1 Appropriate removal/cleaning equipment, supplies, materials, procedures and techniques are used in accordance with the soil and litter types and established procedures.</p> <p>1.2 All wastes are removed from the surface based on the procedures.</p> <p>1.3 Suitable maintenance procedures are selected and applied based the identified floor types and surface textures.</p> <p>1.4 Cleaning, polishing and sweeping are performed according to the standard operating procedures.</p> <p>1.5 Cleaning, polishing and sweeping equipment, supplies and materials are used following safety</p> <p>1.6 The relevant safety procedures and manufacturer's procedures and manufacturer's specifications.</p> <p>1.7 Cleaning/polishing equipment is cleaned after use in accordance with instructions.</p> <p>1.8 All cleaning, polishing, sweeping materials and equipment are stored as per the standard operating procedures.</p> <p>1.9 Routine maintenance is carried out as per standards operating procedures.</p>
2. Clean furnishing and fixtures	<p>2.1 Furnishings and fixtures are cleaned in accordance with the standard operating procedures.</p> <p>2.2 Furniture is positioned based on comfort and convenience and room lay out.</p> <p>2.3 Equipment is cleaned after use in accordance with the relevant safety and manufacturer's instructions.</p> <p>2.4 All cleaning materials and equipment are stored following Standards operating procedures.</p> <p>2.5 Routine maintenance is carried out or arranged as per the standard operating procedures.</p>
3. Make up beds and cots	<p>3.1 Mattress is aired, freed from and vacuumed in accordance with standard operating procedures.</p>

	<p>3.2 Soiled linens and pillowcases are replaced in accordance with standards operating procedures.</p> <p>3.3 Linens are centred and mitered when replaced as per standards operating procedures.</p> <p>3.4 Beds and cots are made-up according to prescribed procedure.</p>
4. Clean toilet and bathroom	<p>4.1 Ceilings and walls are cleaned in accordance with the standard operating procedures and techniques.</p> <p>4.2 Window edges and sills are wiped clean in accordance with the standard operating procedures.</p> <p>4.3 Bath tub, lavatory and toilet bowls are scrubbed and disinfected in accordance with the standard operating procedures and techniques.</p> <p>4.4 Accessories are washed and cleaned in accordance with the standard operating procedures and techniques.</p> <p>4.5 Bathroom supplies are replenished, and defective accessories are replaced as per Standards operating procedures.</p> <p>4.6 Equipment is cleaned after use in accordance with the manufacturer's instruction.</p> <p>4.7 All cleaning materials and equipment are stored in a safe place as per the Standards operating procedures.</p> <p>4.8 Routine maintenance is carried out or arranged as per standard the operating procedures.</p>
5. Sanitize rooms	<p>5.1 Sanitizing agents are 100% accurately measured and mixed in accordance with the relevant safety regulations.</p> <p>5.2 Excess mixtures of sanitizing agents are disposed according to the environmental requirements.</p> <p>5.3 Rooms are sanitized in accordance with the standard operating procedures.</p> <p>5.4 Equipment is cleaned after use in accordance with the manufacturer's instructions.</p> <p>5.5 All cleaning materials and equipment are stored in a safe place as per the Standards operating procedures.</p> <p>5.6 Routine maintenance is carried out or arranged as per the standard operating procedures.</p>
6. Maintain clean room environment	<p>6.1 All equipment and cleaning paraphernalia are checked and maintained according to the manufacturer's instructions.</p> <p>6.2 All wastes are removed and disposed of in accordance with the employer's requirements.</p>

	<p>6.3 All movable furniture and fittings are shifted to allow access to hidden dust/waste/dirt and in accordance with standards operating procedures.</p> <p>6.4 Rooms are checked regularly for orderliness/tidiness in accordance with the employer's requirements.</p>
7. Clean kitchen	<p>7.1 Soiled dishes, pots, pans and linen are washed in accordance with the standard operating procedures.</p> <p>7.2 Cleaned/dried dishes, pots and pans are stored as per the standard operating procedures.</p> <p>7.3 Kitchen appliances are cleaned in accordance with the standard operating procedures.</p> <p>7.4 Kitchen fixtures, tables and chairs are wiped in accordance with the standard operating procedures.</p> <p>7.5 Floor is mopped and dried in accordance with the standard operating procedures.</p> <p>7.6 Kitchen supplies are inspected and replenished in accordance with the standard operating procedures.</p>

Variable	Range
Waste (wet or dry)	<ul style="list-style-type: none"> • Dust • Paper • Food • Stones • Gravel
Ceiling	<ul style="list-style-type: none"> • Flat • Suspended • Hard
Sanitizing agents	<ul style="list-style-type: none"> • Solvent Spray • Anti-Static Solution • Anti-Static Spray
Sanitizing equipment, supplies and materials	<ul style="list-style-type: none"> • Ladders • Vacuum Unit • Dust Mop • Lint Free Clothing Cloths • Mop Head and Bucket • Dust Pan • Broom
Linens	<ul style="list-style-type: none"> • Napkins • Tablecloths • Serving Cloths • Tea Towels • Clothing • Cleaning Cloths

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • Clean surfaces and floors.

	<ul style="list-style-type: none"> • Clean furnishings and fixtures. • Make-up beds and cots. • Clean toilets and bathrooms. • Sanitize rooms. • Maintain clean room environment. • Clean kitchen.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Procedures in Cleaning, Polishing, Disinfecting and Sanitizing Rooms (Living Room, Dining Room, Bedrooms, Toilets and Kitchen) • Types and Characteristics of Floors • Method of Removing Suitable Dirt/Stain • Types/Uses/Functions of Cleaning Equipment, Supplies and Materials • GLSAs Types, including defects • Method of Identifying Stains, Mud, Dirt and Grease • Stain Removal Techniques • Effects of Pre-Existing Conditions on Safe Work Practices • Procedures in Arranging Furniture • Types and Characteristics of furniture and Furnishing • Procedures in Bed Making • Knowledge on Different Linen and Fabric • Procedures in Cleaning and Maintaining Room furniture and furnishings • Knowledge on Different Areas Where Dirt and Dust Can Easily Accumulate • Schedule of House Chores • Types of Ancillary Rooms; Types of Home Set-Up • Types of Living Room Appliances and Ornament
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Cleaning Rooms (Living Room, Bedroom, Bathroom and Kitchen) • Making-Up the Bed • Arranging the Furniture • Maintaining In-Door Plants • Handling Chemical and Disposal Techniques • Manual Handling Techniques • Reporting and Recording
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Caregiving Level II	
Unit Title	Wash and Iron Clothes, Linen and Fabric
Unit Code	LSA CRG2 08 0311
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform home management by providing clean and safe environment.

Element	Performance Criteria
1. Check and sort clothes, linens and fabrics	<p>1.1 Soiled clothes, linen and fabrics are sorted according to the texture, colour, size and defects.</p> <p>1.2 Sorted items are prioritized according to the cleaning process required ad the urgency of the item.</p> <p>1.3 Defective clothing, linen and fabric are sewn/darned using the appropriate threads and stitches.</p>
2. Remove stains	<p>2.1 Personal protective paraphernalia are worn in accordance with the standard operating procedures (Standards operating procedures).</p> <p>2.2 Stain removing agents and chemicals are used in accordance with the manufacturer's instruction.</p> <p>2.3 Stains are treated and removed using correct chemicals or agents.</p> <p>2.4 All stain removing agents and chemicals are stored following safety procedures.</p>
3. Prepare washing equipment and supplies	<p>3.1 Laundry area is cleaned and made ready at all times.</p> <p>3.2 Laundry supplies and materials are prepared and made available at all times.</p> <p>3.3 Washing machine is checked and prepared for operation as per the manual procedures.</p>
4. Perform laundry	<p>4.1 Correct laundry method is selected as per the Standards operating procedures.</p> <p>4.2 Clothes, linen and fabric are washed according to the labelling codes and washing instructions.</p> <p>4.3 Laundry equipment is used in accordance with the manufacturer's instruction.</p> <p>4.4 Clothing, linen and fabric are freed from stain, dirt and unpleasant odour after washing based on procedures.</p> <p>4.5 Washed clothes, linen and fabric are sun-dried/machine dried as per the instructions.</p> <p>4.6 Dried clothes, linen and fabric are freed from unpleasant odour and static cling.</p>

	<p>4.7 Washing area is cleaned in accordance with the safety and health procedures.</p> <p>4.8 Equipment is cleaned after use in accordance with the manufacturer's instructions.</p> <p>4.9 All cleaning materials and equipment are stored following the safety procedures.</p> <p>4.10 Routine maintenance is carried out or arranged as per standard the operating procedures.</p>
5. Dry clothes, linen and fabric	<p>5.1 Washed clothes, linen and fabric are dried according to the procedures.</p> <p>5.2 Drying machine is prepared according to the procedure.</p> <p>5.3 Dried clothes, linen and fabric are removed when dryer bell rings or stops to prevent wrinkles and to minimize need for ironing.</p> <p>5.4 Clothes, linen and fabric are dried without wrinkles according to procedures.</p>
6. Iron clothes, linens and fabrics	<p>6.1 Ironing is done in accordance to the standard procedures</p> <p>6.2 Ironed clothes, linens and fabrics are folded, placed in a hanger and stored in designated cabinets as per instructions.</p> <p>6.3 Ironing equipment and materials are stored in the appropriate area following safety procedures.</p>

Variable	Range
Sorted Items	<ul style="list-style-type: none"> • Soiled/Defective Clothes • Linen • Fabrics
Personal Protective Paraphernalia	<ul style="list-style-type: none"> • Gloves • Apron
Stains	<ul style="list-style-type: none"> • Coffee • Cola • Cordial • Chewing Gum • Food • Mud/Dirt • Grease • Blood • Fruit Stains and Wine
Stain removing agents and chemicals	<ul style="list-style-type: none"> • Acid Cleaners • Alkali Cleaners • Chlorine Bleach • All-Purpose Detergent

Laundry Area	<ul style="list-style-type: none"> • Washers • Dryers • Clothesline • Clothes Pins • Clothespin Bag • Clothes Rack for Indoor Drying
Laundry Supplies and Materials	<ul style="list-style-type: none"> • Sorting Baskets/Shelves • Hangers • Stain Removing Agents • Fabric Softener • Chlorine Bleach • Laundry Bag • Laundry Basket

Evidence Guide	
Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Checked and sorted soiled clothes, linen and fabric. • Removed stains. • Prepared washing equipment and supplies • Performed laundry. • Dried clothes, linen and fabric. • Ironed clothes, linen and fabric.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Procedures in Sorting Laundry • Principles and Procedures in Darning Holes and Tears • Hygiene, Health and Safety issues Specific to Laundry Operations • Types/Uses and Handling of Laundry Chemicals • Principles and Procedures in Removing Stains • Types/Uses of Stain Removing Agents • Language Label (Fabric and Garments Labels) • Types and Characteristics of Clothes, Linen and Fabric • Standard Procedures in Checking and Preparing Washing Machine • Procedures in Preparing Laundry Supplies and Materials • Preparing Mixtures or Bleaching Solutions • Types and Uses of Washing Machines and Dryers • Principles and Procedures in Washing, Drying and Ironing Clothes, Linen and Fabric • Hygiene, Health and Safety Issues of Specific Relevance to Laundry Operations • Maintenance of Laundry Area • Procedures in Drying Clothes, Linen and Fabric • Procedures in Ironing Clothes, Linen and Fabric • Types/Uses of Ironing Equipment, Tools and Paraphernalia • Procedures in Storing Clothes, Linen and Fabric

	<ul style="list-style-type: none"> • Basics of Pressing • Types and Uses of Irons, Ironing Boards and Ironing Accessories • Types and Use of Hangers • Folding Method and Techniques • Pressing Procedures
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Checking and sorting soiled clothes, linen and fabric • Removing Stains • Preparing washing equipment and supplies • Performing laundry • Drying clothes, linen and fabric • Ironing clothes, linen and fabric
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Caregiving Level II	
Unit Title	Prepare Hot and Cold Meals/Food
Unit Code	LSA CRG2 09 0311
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in cooking basic hot food and cold meals for patient as part of caregiving works. It includes the preparation of ingredients up to cooking according to recipes.

Element	Performance Criteria
1. Prepare ingredients according to recipes	<p>1.1 Ingredients are purchased in accordance with purchase list.</p> <p>1.2 "Mise en place" is checked as per Standards operating procedures.</p> <p>1.3 Thawing is prepared according to thawing procedures.</p> <p>1.4 Meat are prepared according to procedures and prescribed recipe.</p> <p>1.5 Vegetables are prepared according to the manner of preparation.</p> <p>1.6 Seafood is prepared according to method of preparation.</p>
2. Cook meals and dishes according to recipes	<p>2.1 Soup is cooked as per menu.</p> <p>2.2 Vegetable dishes are cooked according to recipe.</p> <p>2.3 Meat dishes are cooked according to the culinary Method.</p> <p>2.4 Poultry and game dishes are cooked according to the recipe.</p> <p>2.5 Sea food dishes are cooked according to the recipe</p> <p>2.6 Egg dishes are cooked according to the client's preference.</p> <p>2.7 Pasta grain and farinaceous dishes are cooked according to the recipe.</p>
3. Present cooked dishes	<p>3.1 Serving portion is standardized.</p> <p>3.2 Presentation of cooked dishes are developed and corrected in accordance with the Standards operating procedures.</p> <p>3.3 Food quality is maintained and checked as per the Standards operating procedures.</p> <p>3.4 Time and temperature condition of foods is ensured before serving based on the freezing temperature.</p>
4. Prepare sauces, dressings and garnishes	<p>4.1 Materials, equipment/utensils are prepared prior to preparation of sauces, dressings and garnishes as per Standards operating procedures.</p> <p>4.2 Sauces, garnishes, hot and cold dressing are prepared as per Standards operating procedures.</p>

5. Prepare Appetizers	<p>5.1 D'oeuvres is prepared according to requirement and preference of client.</p> <p>5.2 Canapé's are prepared according to requirement for preference of client.</p> <p>5.3 Finger foods are prepared according to requirement or preference of client.</p>		
6. Prepare desserts and salads	<p>6.1 Materials, equipment/utensils used for cooking are prepared as per the Standards operating procedures.</p> <p>6.1 Sherbets, ices and ice cream are prepared in accordance with the prescribed procedures.</p> <p>6.3 Fruit desserts are prepared as per the prescribed procedures.</p> <p>6.4 Pastry desserts are prepared as per the prescribed procedures.</p> <p>6.5 Mousse is prepared as per the prescribed procedures.</p> <p>6.6 Cold salads and moulded salads are prepared as per the prescribed procedures.</p>		
7. Prepare sandwiches	<p>7.1 Hot sandwiches are prepared as per the Standards operating procedures.</p> <p>7.2 Cold dressings are prepared as per the Standards operating procedures.</p> <p>7.3 Hot sauces are prepared as per the Standards operating procedures.</p> <p>7.4 Cold sauces are prepared as per the Standards operating procedures.</p>		
8. Store excess foods and ingredients	<p>8.1 Unconsumed food is stored according to the procedures.</p> <p>8.2 Excess ingredients are stored according to the client's requirement.</p> <p>8.3 Proper method of refrigeration and proper storing of dry food is implemented as per the standards operating procedures.</p> <p>8.4 Wet and dry food ingredients are properly stored as per the Standards operating procedures.</p>		
9. Convert unconsumed cooked food	<p>9.1 Unconsumed cooked food is converted / transformed into new dishes as per Standards operating procedures.</p> <p>9.2 Unconsumed cooked food is store/frozen at temperature of zero degrees and in accordance with standards operating procedures.</p> <p>9.3 Packed/wrapped uncooked food is frozen at zero degrees F⁰ temperature and in accordance with standards operating procedures.</p> <p>9.4 Packed/wrapped food for storage is prepared as per Standards operating procedures.</p>		
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	9.5 Uncooked food is maintained at proper temperature and as per Standards operating procedures.
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Variable	Range
Mis en Place	<ul style="list-style-type: none"> • Ingredients • Pans • Utensils • Plates/Serving Pieces
Thawing	<ul style="list-style-type: none"> • Soaking • Unfreezing
Vegetable dishes preparation	<ul style="list-style-type: none"> • Skin, Peel, Pare • Chop, Slice, Shred, Cube • Wedge, Grate, Pure • Core, Quarter • Boiling, Blanching • Sautéing • Braising • Gratin ting and Roasting/Baking
Preparing of seafood ingredient	<ul style="list-style-type: none"> • Chop, Slice • Fillet • Mince, Shred • Peel, Dice, Blanch • Marinate, Poach
Preparing of seafood dishes	<ul style="list-style-type: none"> • Boiling, Steaming • Sauteing • Deep Frying, Pan Frying • Poaching • Grilling and Baking
Soup preparation	<ul style="list-style-type: none"> • Sauteing • Simmering

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • prepare ingredients according to recipes • cook meals and dishes according to recipes • present cooked dishes • prepare appetizers • prepare sauces, dressings and garnishes • prepare desserts and salads • prepare sandwiches • store excess foods and ingredients • convert unconsumed cooked and uncooked food
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Food Theory • Materials Specifications and Uses • Tools and Equipment: Uses and Specifications

Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> • Cooking Method • Handling of Kitchen Equipment • Proper Storing • Food Costing and Portioning
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Caregiving Level II	
Unit Title	Respond to Emergency and Apply Basic First Aid
Unit Code	LSA CRG2 10 0311
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to respond to emergencies which include various aspects of disease control, prevention and emergency measures that can be administered effectively and provide an initial response where first aid is required. In this unit it is assumed that the caregiver is working according to the established workplace first aid and emergency procedures and policies.

Element	Performance Criteria
1. Assess the situation	<p>1.1 Physical hazards to self and client health and safety are identified.</p> <p>1.2 Immediate risks to self and client occupational health safety (OSH) are minimized by controlling the hazard in accordance with the OSH requirements.</p> <p>1.3 Client vital signs and physical condition are assessed in accordance with the workplace procedures.</p>
2. Recognize and respond to signs of potential illness	<p>2.1 Signs of potential illness are reported.</p> <p>2.2 Medical assistance is sought as necessary according to policies and procedures.</p> <p>2.3 Client and relatives are informed as soon as possible.</p> <p>2.4 Client is comforted and settled.</p>
3. Respond to emergencies and accidents	<p>3.1 The safety of self and others is ensured.</p> <p>3.2 Immediate first aid is provided as required.</p> <p>3.3 Strategies to calm, reassure and comfort client are implemented.</p> <p>3.4 Details of emergency are recorded and reported accurately.</p> <p>3.5 Information is provided to others according to established policies.</p> <p>3.6 Emergencies and accidents are responded to according to the established guidelines and legislative requirements.</p>
4. Apply basic first aid techniques	<p>4.1 First aid management is provided in accordance with the established first aid procedures.</p> <p>4.2 Client is reassured in a caring and calm manner and made comfortable using the available resources.</p> <p>4.3 First aid assistance is sought from others in a timely manner and as appropriate.</p>

	<p>4.4 Client's condition is monitored and responded to in accordance with the effective first aid principles and workplace procedures.</p> <p>4.5 Details of client's physical condition, changes in conditions, management and response are accurately recorded in line with the organizational procedures.</p> <p>4.6 Casualty management is finalized according to his/her needs and first aid principles.</p>
5. Administer medication within guidelines	<p>4.1 Medication is administered according to the organizational policies and legislative requirements.</p> <p>4.2 Medication is stored according to requirements.</p> <p>4.3 Medication is checked for name, instructions and use by date.</p> <p>4.4 All administered medications are documented in accordance with requirements.</p>
6. Respond to threats and situations of danger	<p>5.1 Remove client from threat/danger or remove danger/threat from client.</p> <p>5.2 The level of immediate danger is assessed and the situation is reported to an appropriate person.</p> <p>5.3 Appropriate emergency procedures are implemented to ensure the safety of children and other member of household.</p>
7. Communicate details of the incident	<p>6.1 Appropriate medical assistance is requested using the relevant communication media and equipment.</p> <p>6.2 Details of casualty's condition and management activities are accurately conveyed to emergency services/relieving personnel.</p> <p>6.3 Reports to appropriate person are prepared in a timely manner, presenting all relevant facts according to the established workplace procedures.</p>

Variable	Range
Physical hazards	<p>This may include but not limited to:</p> <ul style="list-style-type: none"> • workplace hazards • environmental hazards • proximity of other people • hazards associated with casualty management processes
Risks	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Worksite equipment, machinery and substances • Environmental risks • Bodily fluids • Risk of further injury to the casualty

	<ul style="list-style-type: none"> • Risk associated with the proximity of the others and bystanders
Vital signs	<ul style="list-style-type: none"> • Breathing • Circulation • Consciousness
First aid management	<p>This may include but not limited to:</p> <ul style="list-style-type: none"> • workplace policies and procedures • industry/site specific regulations, codes • OSH • state and territory workplace health and safety requirements • allergies the casualty may have
Client's condition may include but not limited to -	<ul style="list-style-type: none"> • abdominal injuries • allergic reactions • bleeding • burns-thermal, chemical, friction, electrical • cardiac conditions • chemical contamination • cod injuries • crush injuries • dislocations • drowning • eye injuries • fractures • head injuries • epilepsy • minor skin injuries • neck and spinal injuries • needle stick injuries • poisoning and toxic substances • shock • smoke inhalation
First aid principles	<ul style="list-style-type: none"> • Checking the site for danger to self, casualty and others and minimizing the danger • Checking and maintaining the casualty's airways, breathing and circulation
Medication	<p>Requirements for storage of medication may include but not limited to the following:</p> <ul style="list-style-type: none"> • Legislative guidelines • Organization procedures
Equipment and resources	<ul style="list-style-type: none"> • Defibrillation units • Pressure bandages • Thermometers • First Aid Kit • Eyewash • Thermal Blankets • Pocket Face Masks • Rubber Gloves • Dressing • Space Device • Cervical Collars
Communication media and equipment	<ul style="list-style-type: none"> • Mobile phone • Satellite phones • HF/VHF radio • Flags • Flares • Two-way radio • Email • Electronic equipment

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • Assess and monitor the physical condition of the casualty/client. • Comply with institutional requirements, OSH laws infections control and manual handling procedures and relevant health organizations. • Identify physical hazards of the casualty/client and minimized immediate risks. • Respond to emergency and accidents using basic life support measures. • respond to threats and situations of danger • recognize and respond to signs of potential illness • Provide initial response where first aid is required. • Dealt with complex casualties or incident. • Prepare reports to concerned person in a timely manner.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Basic anatomy and physiology • Host country standard operating procedures (standards operating procedures) • Dealing with confidentiality • Knowledge of the first aider's skills limitations • OSH legislation and regulations • How to gain access to and interpret material safety data sheets • Indicators of child abuse and different types of child abuse • Child protection policy of service
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Resuscitation • Safe manual handling of casualty • Consideration of the welfare of the casualty / client • Common childhood illnesses – recognition, management strategies • Report preparation • Communication skills • Making decision under pressure • Ability to interpret and use listed documents
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Caregiving Level II	
Unit Title	Maintain Healthy and Safe Environment
Unit Code	LSA CRG2 11 0311
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to maintain various aspects in home maintenance by taking into consideration health and safety environment.

Element	Performance Criteria
1. Maintain a clean and hygienic environment	<p>1.1 Cleaning is occurred as an on-going process as per regulations.</p> <p>1.2 Appropriate cleaning agents, tools and equipment are used in accordance with the established procedures.</p> <p>1.3 Infection control procedures are followed according to the established procedures.</p> <p>1.4 Ventilation, lighting and heating/cooling are adequately maintained.</p> <p>1.5 Personal hygiene/health procedures are adhered to at all times.</p> <p>1.6 Beds and beddings are cleaned to conform to health, hygiene and safety requirements as relevant.</p>
2. Provide a safe environment	<p>2.2 Organizational policies and procedures on safety are implemented as required.</p> <p>2.2 Environment protection policy is implemented.</p> <p>2.3 Tools, equipment, toys and games are used that are appropriate to the age of the child.</p> <p>2.4 Equipment is selected, checked and maintained to ensure safety.</p> <p>2.5 The environment is set up to ensure the safety of the client.</p> <p>2.5 Area is checked for hazards and risks reduction strategies are implemented</p> <p>2.7 Fire exits are kept unobstructed</p> <p>2.8 Disposal of waste materials is conducted in a safe and hygienic way</p> <p>2.9 Cleaning materials are stored safely</p>
3. Supervise the safety of clients	<p>3.1 Clients are supervised in accordance with the legal requirements and regulations.</p> <p>3.2 Rules for safe play are explained, modelled and implemented.</p> <p>3.3 Direct contact with individuals/group is maintained.</p>

	<p>3.4 Potential risks are identified and acted upon to prevent/minimize risks.</p> <p>3.4 Hazards and potential hazards in the environment are identified, and clients are informed accordingly.</p> <p>3.5 Emergencies and evacuation procedures are discussed and practiced with clients.</p> <p>3.6 Supervision is used as an opportunity to interact with clients.</p>
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Variable	Range
Cleaning	<ul style="list-style-type: none"> Disinfecting nappy change areas Washing floor Vacuuming Disinfecting toilet areas
Tools and equipment	<ul style="list-style-type: none"> Cleaning materials (e.g. detergent soap, brush, broom, mop, rags, glass wiper) Vacuum Cleaner Play area with appropriate toys and padding
Disposal of waste materials	<ul style="list-style-type: none"> Nappies Soiled tissues/wipes Alternative Method for rest e.g. Hammocks
Legal requirements and regulations	<ul style="list-style-type: none"> Staff/children ratios Babies are never left unattended in the bath or on change table
Rules for safety	<ul style="list-style-type: none"> Legal/legislative requirements Organizational policies regarding excursions

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> Demonstrate ability to provide a clean and safe environment for children Personal hygiene/health procedures Implement environment protection policy Explain and implement rules for safe play Identify potential risks and hazards and explained to clients Discuss and practice with clients the emergencies and evacuation procedures.
Underpinning Knowledge And Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> Up to date knowledge of regulations are understood Regulations on safety, health and hygiene Potential hazards to children Hazards of traffic for children Risk minimization strategies and risk reduction strategies The spread of infectious diseases and cross infection

	<ul style="list-style-type: none"> • Strategies to minimize the spread of infectious diseases • Developmental stage • Appropriate toys and equipment – safety and risks • Legal requirements for supervision including worker and child ratios • Organizational standards, policies and procedures
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Risk minimization strategies and risk reduction strategies • Strategies to minimize the spread of infectious diseases • Interpersonal safe use of equipment and materials
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Caregiving Level II	
Unit Title	Implement and Monitor Infection Control Policies and Procedures
Unit Code	LSA CRG2 12 0311
Unit Descriptor	This unit is concerned with infection control responsibilities of employees with supervisory accountability to implement and monitor infection control policy and procedures in a specific work unit or team within an organization. This unit does not apply to a role with organization-wide responsibilities for infection control policy and procedure development, implementation or monitoring.

Elements	Performance Criteria
1. Provide information to the work group about the organization's infection control policies and procedures	<p>1.1 Relevant information about the organization's infection control policy and procedures, and applicable industry codes of practice are accurately and clearly explained to the work group.</p> <p>1.2 Information about identified hazards and the outcomes of infection risk assessments is regularly provided to the work group.</p> <p>1.3 Opportunity is provided for the work group to seek further information on workplace infection control issues and practices.</p>
2. Integrate the organization's infection control policy and procedure into work practices	<p>2.1 Infection control policy and procedures are implemented by supervisor and members of the work group.</p> <p>2.2 Liaison is maintained with person responsible for organization-wide infection control.</p> <p>2.3 The Supervisor's coaching support ensures that individuals/teams are able to implement infection control practices.</p> <p>2.4 Work procedures are adopted to reflect appropriate infection control practice.</p> <p>2.5 Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution.</p> <p>2.6 Workplace procedures for dealing with infection control risks and hazardous events are implemented whenever necessary.</p> <p>2.7 Employees are encouraged to report infection risks and to improve infection control procedures.</p>

<p>3. Monitor infection control performance and implement improvements in practices</p>	<p>3.1 Infection control hazardous events are investigated promptly to identify their cause in accordance with the organizational policy and procedures.</p> <p>3.1 Work procedures to control infection risks are monitored to ensure compliance.</p> <p>3.2 Work procedures are regularly reviewed and adjusted to ensure improvements in infection control practice.</p> <p>3.3 Feedback is given to team and individuals on compliance issues, changes in work procedures and infection control outcomes.</p> <p>3.4 Training in work procedures is provided as required to ensure maintenance of infection control standards.</p> <p>3.5 Inadequacies in work procedures and infection control measures are identified, corrected or reported to the designated personnel.</p> <p>3.6 Records of infection control risks and incidents are accurately maintained as required.</p> <p>3.7 Aggregate infection control information reports are used to identify hazards, to monitor and improve risk control methods and to indicate training needs.</p>
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Variable	Range
<p>Infection control policies and procedures may include but not limited to:</p>	<ul style="list-style-type: none"> • Cleaning procedures and schedules • Cleaning agents • Cleaning equipment • Handling, storage and disposal of all types of waste • Food handling and food safety • Hygiene procedures • Infection control risk management • Infection control incident and hazard reporting • Sterilizing • Linen production and handling • Maintenance procedures • Personal protective clothing • Storage requirements • Work flows • Management of blood and body fluid spills • Single use of disposables • Aseptic techniques • Skin preparation procedures • Immunization • Needle stick injuries • Personal contact with infectious patients • Standard and additional precautions • Confidentiality • Employee training • Contractors

Industry Codes of Practice	<ul style="list-style-type: none"> • National Health and Medical Research Council Guidelines for Infection Control • Local and National Government Guidelines and Standards • Manufacturer's recommendations and operating manuals
Identified hazards and the outcomes of infection risk assessments	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Sharps • GLSAs • Waste • Human waste and human tissues • Personal contact with infectious patients • Animals, insects and vermin • Stock, including food, which has passed "used-by" dates • Incorrect concentration of disinfectants and chemicals • Cleaning Procedures • Linen handling procedures • Work flows • Use of personal protective clothing • Food safety • Personal hygiene
Infection control monitoring procedures	<ul style="list-style-type: none"> • Observations • Interviews • Surveys and inspections • Quality assurance activities • Review of outcomes • Data analysis
Designated personnel	<ul style="list-style-type: none"> • Manager • Infection Control Coordinator • Quality Improvement Coordinator • Infection Control Committee • Occupational Health and Safety Committee
Aggregate infection control information	<ul style="list-style-type: none"> • Records of needle stick injuries • Hospital-acquired infection rates • DOH healthcare standards clinical indicators • HACCP records • Hazard reports

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • communicate with team and individuals on organizational policy and procedures for infection control • apply infection control policies and procedures which impact on work processes of the specific work unit • apply procedures for adopting appropriate infection practices within work unit • provide appropriate supervision of work group
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Working knowledge, consistent with the elements of competence of the organization's applicable infection control policy and procedures and relevant industry codes of practice. • The hierarchy risk control measures from most to least preferred, that is, elimination, engineering controls, administrative control and lastly personal equipment. • Knowledge of infection risks and control measures in specific work processes. • The significance of patient confidentiality in relation to infection control. • The significance of other management systems and procedures for infection control. • Literacy levels and communication skills of work group members and consequent suitable communication techniques. • Organizational procedures for monitoring and training. • Basic understanding of communicable disease transmission.
Underpinning skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Effective communication and interpersonal skills including language competence and literacy and reading competence • Negotiation • Work planning and management • Management of change of work processes • Monitoring compliance with policy and procedures • Maintain and interpret infection control records
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Caregiving Level II	
Unit Title	Respond Effectively to Difficult/Challenging Behavior
Unit Code	LSA CRG2 13 0311
Unit Descriptor	This unit covers the knowledge, skills and attitudes to response effectively to difficult or challenging behavior of patient.

Elements	Performance Criteria
1. Plan responses	<p>1.1 Responses are planned to instances of difficult or challenging behavior to maximize the availability of other appropriate staff and resources.</p> <p>1.2 Specific manifestations of difficult or challenging behavior are identified and strategies appropriate to these behaviors are planned as required.</p> <p>1.3 Safety of self and others is given priority in responding to difficult or challenging behavior according to the institutional policies and procedures.</p>
2. Apply response	<p>2.1 Difficult or challenging behavior is dealt with promptly, firmly and diplomatically in accordance with the institutional policy and procedures.</p> <p>2.2 Communication is used effectively to achieve the desired outcomes in responding to difficult or challenging behavior.</p> <p>2.3 Appropriate strategies are selected to suit particular instances of difficult or challenging behavior.</p>
3. Report and review incidents	<p>3.1 Incidents are reported according to the institutional policies and procedures.</p> <p>3.2 Incidents are reviewed with appropriate staff and suggestions appropriate to area of responsibility are made.</p> <p>3.3 Debriefing mechanisms and other activities are used and participated in.</p> <p>3.4 Advice and assistance is sought from legitimate sources when appropriate.</p>

Variable	Range
Planned responses	<ul style="list-style-type: none"> • Own ability and experience • Established institutional procedures • Knowledge of individual persons and underlying causes
Difficult or challenging behaviors	<ul style="list-style-type: none"> • Aggression/Assaultive behavior • Confusion or other cognitive impairment • Noisiness • Manipulative

	<ul style="list-style-type: none"> • Wandering • Self-destructive • Intoxication • Withdrawn/depressed • Negativistic • Intrusive behavior • Verbal offensiveness
Strategies for dealing with challenging behaviors	<ul style="list-style-type: none"> • Diversional activities • Referring to appropriate personnel e.g. supervisor, security officer • Following established emergency response procedures
Appropriate strategies	<ul style="list-style-type: none"> • The nature of the incident • Potential effect on different parties, patient, staff and others • Established procedures and guidelines
Institutional policies and procedures	<ul style="list-style-type: none"> • Incident reporting and documentation • Operational guidelines for handling incidents and/or cases involving difficult and challenging behavior • Debriefing of staff involved in the incident

Evidence Guide

Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • Identify specific manifestations of difficult or challenging behavior and strategies are planned, selected and applied as required. • Maintain personal safety and the safety of others. • Report incidents, reviewed and responded quickly and effectively to contingencies. • Debrief mechanisms are used.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • OSH and issues relating to difficult and challenging behavior • Patient issues which need to be referred to an appropriate health professional • Ability to interpret and follow the instructions and guidance of health professionals involved with the care of patient/client
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Effectively using techniques for monitoring own service area including client satisfaction • Speaking in affirm, diplomatic and culturally appropriate manner • Remaining calm and positive in adversity • Thinking and responding quickly and strategically • Remaining alert to potential incidents of difficult or challenging behavior • Monitoring and/or maintaining security equipment

	<ul style="list-style-type: none"> • Ability to work with others and display empathy with patient and relatives
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Caregiving Level II	
Unit Title	Maintain High Standards of Patient Services
Unit Code	LSA CRG2 14 0311
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in the maintenance of high standards of patient services.

Elements	Performance Criteria
1. Communicate appropriately with patients	<p>1.1 Effective communication strategies and techniques are identified and used to achieve best patient service outcomes.</p> <p>1.2 Complaints are responded to in accordance with the organizational policy to ensure best service to patients.</p> <p>1.3 Complaints are dealt in accordance with the established procedures.</p> <p>1.4 Interpreter services are accessed as required.</p> <p>1.5 Action is taken to resolve conflicts either directly, where a positive outcome can be immediately achieved, or by the referral to the appropriate personnel.</p> <p>1.6 Participation in work team is constructive, collaborative and demonstrates an understanding of own role.</p>
2. Establish and maintain good interpersonal relationship with patients	<p>2.1 Rapport is established to ensure the service is appropriate to and in the best interests of patients.</p> <p>2.2 Effective listening skills are used to ensure a high level of effective communication and quality of service.</p> <p>2.3 Patient concerns and needs are correctly identified and responded responsibly and according to the established procedures and guidelines.</p> <p>2.4 Effectiveness of interpersonal interaction is consistently monitored and evaluated to ensure best patient service outcomes.</p>
3. Act in a respectful manner at all times	<p>3.1 Respect for differences is positively, actively and consistently demonstrated in all work.</p> <p>3.2 Confidentiality and privacy of patients are maintained.</p> <p>3.3 Courtesy is demonstrated in all interactions with patients, visitors, careers and family.</p> <p>3.4 Assistance with the care of patients with challenging behaviors is provided in accordance with the established procedures.</p> <p>3.5 Techniques are used to manage and minimize aggression.</p>

4. Evaluate own work to maintain a high standard of patient service	<p>4.1 Advice and assistance are received or sought from the appropriate sources on own performance.</p> <p>4.2 Own work is adjusted by incorporating recommendations that address performance issues, to maintain the agreed standard of patient support.</p>
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Variable	Range
Communication	<ul style="list-style-type: none"> • English/Local dialect • Sign language • Through an interpreter • Community language as required by the service/organization
Modes of communication	<ul style="list-style-type: none"> • Continuing interaction with patients and clients • Verbal conversations either in person or via telephone • Written notes by post or electronic media • Worker, family member friend or professional interpreter who has relevant languages
Respect for difference	<ul style="list-style-type: none"> • Physical • Cognitive/mental or intellectual • Cultural and ethnic • Religious/spiritual • Social • Age • Language literacy and numeracy abilities • Sexuality
Confidentiality and privacy of patients	<ul style="list-style-type: none"> • Fees • Health fund entitlements • Welfare entitlements • Payment methods and records • Public environments • Legal and ethical requirements • Conversations on the telephone • Writing details (i.e. medical and consent forms) • Secure location for written records • Offering a private location for discussions • Information disclosed to an appropriate person consistent with one's level of responsibility
Patients	<p>This may include but not limited to:</p> <ul style="list-style-type: none"> • Patients • Prospective patients to the service/s • Patient may be in contact with the institution through appropriate health care personnel and professionals or other advocates or agencies

Others with whom interaction is required in regard to patient services	<ul style="list-style-type: none"> • Other staff and team members • Service units or departments • Family members, careers and friends of patients • Professional representatives or agents of patients such as: <ul style="list-style-type: none"> ➢ Medical specialists ➢ Nurses ➢ Social workers ➢ Dietitians ➢ Therapists ➢ Allied health professionals ➢ Volunteers ➢ Teachers and/or spiritual ➢ Community • General Public
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Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • Communicate appropriately with patients • Handle complaints and resolved conflict, or referred matters to supervisors when required. • Comply with relevant policies, protocols, guidelines and procedures of the organization. • Establish and maintain good interpersonal relationship with patients • Demonstrate courtesy in all interactions with patients, their visitors and family.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Roles and responsibilities of self and other workers within the organization • When client/patient issues need to be referred to an appropriate health professional • Organizational policies and procedures for privacy and confidentiality of information provided by patients and others • Cultures relevant to the particular service • Institutional policy on patient rights and responsibilities

Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Establishing and maintaining relationships taking into account individual differences • Using effective listening techniques • Using appropriate verbal and non-verbal communication styles • Ability to interpret and follow the instructions and guidance of health professionals involved with the care of patients/clients • Oral and written communication • Problem solving skills required include the ability to use available resources and prioritize workload • Ability to deal with conflict • Ability to work with others and display empathy with patient and relatives
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Caregiving Level II	
Unit Title	Practice Occupational Health and Safety Procedures
Unit Code	LSA CRG2 15 0311
Unit Descriptor	This unit covers the outcomes required to comply with the regulatory and organizational requirements for occupational health and safety.

Elements	Performance Criteria
1. Identify hazards and risks	<p>1.1 Safety regulations, workplace safety, hazard control practices and procedures are clarified and explained based on the organizational procedures.</p> <p>1.2 Hazards/risks in the workplace and their corresponding indicators are identified to minimize or eliminate risk to co-workers, workplace and environment in accordance with the organizational procedures.</p> <p>1.3 Contingency measures during workplace accidents, fire and other emergencies are recognized and established in accordance with the organizational procedure.</p>
2. Evaluate hazards and risks	<p>2.1 Terms of maximum tolerable limits which when exceeded will result in harm or damage is identified based on the Threshold Limit Values (TLV).</p> <p>2.2 Effects of the hazards are determined.</p> <p>2.3 OHS issues and/or concerns and identified safety hazards are reported to the designated personnel in accordance with workplace requirements and relevant workplace OHS legislation.</p>
3. Control hazards and risks	<p>3.1 Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace are consistently followed.</p> <p>3.2 Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with the organizational OHS policies.</p> <p>3.3 Personal Protective Equipment (PPE) is correctly used in accordance with the organizational OHS procedures and practices.</p> <p>3.4 Appropriate assistance is provided in the event of a workplace emergency in accordance with the established organizational protocol.</p>
4. Maintain OHS awareness	<p>4.1 Emergency-related drills and trainings are participated in as per the established organizational guidelines and procedures.</p>

	4.2 OHS personal records are completed and updated in accordance with the workplace requirements.
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Variable	Range
Safety regulations	May include but are not limited to: <ul style="list-style-type: none"> • Clean Air Act • Building code • National Electrical and Fire Safety Codes • Waste management statutes and rules • Ethiopia Occupational Safety and Health Standards • Labor regulations on safety legal requirements
Hazards/Risks	May include but are not limited to: <ul style="list-style-type: none"> • Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation • Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects • Chemical hazards – dusts, fibers, mists, fumes, smoke, gases, vapors • Ergonomics: <ul style="list-style-type: none"> ➢ Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles ➢ Physiological factors – monotony, personal relationship, work out cycle
Contingency measures	May include but are not limited to: <ul style="list-style-type: none"> • Evacuation • Isolation • Decontamination • (Calling designed) emergency personnel
Personal Protective Equipment (PPE) may include but are not limited to:	<ul style="list-style-type: none"> • Mask • Gloves • Goggles • Hair Net/cap/bonnet • Face mask/shield • Ear muffs • Apron/Gown/coverall • Anti-static suits
Emergency-related drills and training	<ul style="list-style-type: none"> • Fire drill • Earthquake drill • Basic life support/CPR • First aid • Spillage control • Decontamination of chemical and toxic • Disaster preparedness/management
OHS personal records	<ul style="list-style-type: none"> • Medical/Health records • Incident reports • Accident reports • OHS-related training completed

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • Explain clearly established workplace safety and hazard control practices and procedures • Identify hazards/risks in the workplace and its corresponding indicators in accordance with company procedures • Recognize contingency measures during workplace accidents, fire and other emergencies • Identify terms of maximum tolerable limits based on Threshold Limit Value (TLV). • Follow Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace • Use Personal Protective Equipment (PPE) in accordance with company OHS procedures and practices • Complete and update OHS personal records in accordance with workplace requirements
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • OHS procedures and practices and regulations • PPE types and uses • Personal hygiene practices • Hazards/risks identification and control • Threshold Limit Value (TLV) • OHS indicators • Organization safety and health protocol • Safety consciousness • Health consciousness
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Practice of personal hygiene • Hazards/risks identification and control skills • Interpersonal skills • Communication skills
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Caregiving Level II	
Unit Title	Practice Career Professionalism
Unit Code	LSA CRG2 16 0311
Unit Descriptor	This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.

Elements	Performance Criteria
1. Integrate personal objectives with the organizational goals	1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession. 1.2 Intra and interpersonal relationships are maintained in the course of managing oneself based on the performance evaluation . 1.3 Commitment to the organization and its goal is demonstrated in the performance of duties.
2. Set and meet work priorities	2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives. 2.2 Resources are utilized efficiently and effectively to manage work priorities and commitments. 2.3 Practices along economic use and maintenance of equipment and facilities are followed as per the established procedures.
3. Maintain professional growth and development	3.1 Trainings and career opportunities are identified and availed of based on the job requirements. 3.2 Recognitions are sought/received and demonstrated as proof of the career advancement. 3.3 Licenses and/or certifications relevant to job and career are obtained and renewed.

Variable	Range
Evaluation	<ul style="list-style-type: none"> • Performance Appraisal • Psychological Profile • Aptitude Tests
Resources	<ul style="list-style-type: none"> • Human • Financial • Technology • Hardware • Software
Trainings and career opportunities	<ul style="list-style-type: none"> • Participation in training programs <ul style="list-style-type: none"> ➢ Technical Supervisory ➢ Managerial ➢ Continuing Education • Serving as Resource Persons in conferences and workshops

Recognitions	<ul style="list-style-type: none"> • Recommendations • Citations • Certificate of Appreciations • Commendations • Awards • Tangible and Intangible Rewards
Licenses and/or certifications	<ul style="list-style-type: none"> • National Certificates • Certificate of Competency • Support Level Licenses • Professional Licenses

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> • Attain job targets within key result areas (KRAs) • Maintain intra and interpersonal relationship in the course of managing oneself based on performance evaluation • Complete trainings and career opportunities which are based on the requirements of the industries • Acquire and maintain licenses and/or certifications according to the requirement of the qualification
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Work values and ethics (Code of Conduct, Code of Ethics, etc.) • Company policies • Company operations, procedures and standards • Fundamental rights at work including gender sensitivity • Personal hygiene practices
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Appropriate practice of personal hygiene • Intra and Interpersonal skills • Communication skills
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Caregiving Level II	
Unit Title	Participate in Workplace Communication
Unit Code	LSA CRG2 17 0311
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

Elements	Performance Criteria
1. Obtain and convey workplace information	<p>1.1 Specific and relevant information is accessed from appropriate sources.</p> <p>1.2 Effective questioning, active listening and speaking skills are used to gather and convey information.</p> <p>1.3 Appropriate medium is used to transfer information and ideas.</p> <p>1.4 Appropriate non- verbal communication is used.</p> <p>1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed.</p> <p>1.6 Defined workplace procedures for the location and storage of information are used.</p> <p>1.7 Personal interaction is carried out clearly and concisely.</p>
2. Participate in workplace meetings and discussions	<p>2.1 Team meetings are attended on time.</p> <p>2.2 Own opinions are clearly expressed and those of others are listened to without interruption.</p> <p>2.3 Meeting inputs are made consistent with the meeting purpose and protocols established.</p> <p>2.4 Workplace interactions are conducted in a courteous manner.</p> <p>2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded.</p> <p>2.6 Meetings outcomes are interpreted and implemented.</p>
3. Complete relevant work related documents	<p>3.1 Range of forms relating to conditions of employment is completed accurately and legibly.</p> <p>3.2 Workplace data is recorded on standard workplace forms and documents.</p> <p>3.3 Basic mathematical processes are used for routine calculations.</p> <p>3.4 Errors in recording information on forms/ documents are identified and properly acted upon.</p> <p>3.5 Reporting requirements to supervisor are completed according to organizational guidelines.</p>

Variable	Range
Appropriate sources	May include but not limited to: <ul style="list-style-type: none"> • Team members • Suppliers • Trade personnel • Local government • Industry bodies
Medium	May include but not limited to: <ul style="list-style-type: none"> • Memorandum • Circular • Notice • Information discussion • Follow-up or verbal instructions • Face to face communication
Storage	May include but not limited to: <ul style="list-style-type: none"> • Manual filing system • Computer-based filing system
Protocols	May include but not limited to: <ul style="list-style-type: none"> • Observing meeting • Compliance with meeting decisions • Obeying meeting instructions
Workplace interactions	May include but not limited to: <ul style="list-style-type: none"> • Face to face • Telephone • Electronic and two way radio • Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
Forms	May include but not limited to: <ul style="list-style-type: none"> • Personnel forms, telephone message forms, safety reports

Evidence Guide	
Critical Aspects of Competency	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • Prepare written communication following standard format of the organization • Access information using communication equipment • Make use of relevant terms as an aid to transfer information effectively • Convey information effectively adopting the formal or informal communication
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities

Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Follow simple spoken language • Perform routine workplace duties following simple written notices • Participate in workplace meetings and discussions • Complete work related documents • Estimate, calculate and record routine workplace measures • Do basic mathematical processes of addition, subtraction, division and multiplication • relate to people of social range in the workplace • Gather and provide information in response to workplace Requirements
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Caregiving Level II	
Unit Title	Work in Team Environment
Unit Code	LSA CRG2 18 0311
Unit Descriptor	This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

Elements	Performance Criteria
1. Describe team role and scope	<p>1.1 The role and objective of the team are identified from available sources of information.</p> <p>1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources.</p>
2. Identify own role and responsibility within team	<p>2.1 Individual role and responsibilities within the team environment are identified.</p> <p>2.2 Roles and responsibility of other team members are identified and recognized.</p> <p>2.3 Reporting relationships within team and external to team are identified.</p>
3. Work as a team member	<p>3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members who contribute to known team activities and objectives.</p> <p>3.2 Effective and appropriate contributions are made to complement team activities and objectives, based on individual skills and competencies and workplace context.</p> <p>3.3 Protocols are observed in reporting using standard operating procedures.</p> <p>3.4 Contribution is made to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.</p>

Variable	Range
Role and objective of team	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Work activities in a team environment with enterprise or specific sector • Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment
Sources of information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Standard operating and/or other workplace procedures • Job procedures • Machine/equipment manufacturer's specifications and instructions

	<ul style="list-style-type: none"> • Organizational or external personnel • Client/supplier instructions • Quality standards • OHS and environmental standards
Workplace context	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Work procedures and practices • Conditions of work environments • Legislation and industrial agreements • Standard work practice including the storage, safe handling and disposal of chemicals • Safety, environmental, housekeeping and quality guidelines

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Operate in a team to complete workplace activity • Work effectively with others • Convey information in written or oral form • Select and use appropriate workplace language • Follow designated work plan for the job • Report outcomes
Underpinning Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Communication process • Team structure • Team roles • Group planning and decision making
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate appropriately, consistent with the culture of the workplace
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Caregiving Level II	
Unit Title	Develop Business Practice
Unit Code	LSA CRG2 19 0216
Unit Descriptor	This unit covers knowledge, skills and attitude required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced, customer handling, developing and maintaining business relationships.

Elements	Performance Criteria
1. Identify business opportunities and business skills	<p>1.1 The concept of paradigm shift and means of divergent thinking are elaborated and strategies to look beyond the boundaries are discussed.</p> <p>1.2 Unusual business opportunities are identified.</p> <p>1.3 Feasibility on business skills and personal attributes is assessed and matched against those perceived as necessary for a particular business opportunity.</p> <p>1.4 New behavior on how problems can be the pivotal source of business opportunity is elaborated and experience taken.</p> <p>1.5 Assistance sought with feasibility study of specialist and relevant parties is discussed, as required.</p> <p>1.6 Impact of emerging or changing technology, including e-commerce, on business operations is evaluated.</p> <p>1.7 Practicability of business opportunity is assessed in line with perceived business risks, returns sought, personal preferences and resources available.</p> <p>1.8 Business plan is revised in accordance with the identified opportunities.</p>
2. Plan for the establishment of business operation	<p>2.1 Organizational structure and operations are determined and documented.</p> <p>2.2 Procedures are developed and documented to guide operations.</p> <p>2.3 Financial backing is secured for business operation.</p> <p>2.4 Business legal and regulatory requirements are identified and compiled.</p> <p>2.5 Human and physical resources required to commence business operation are determined.</p> <p>2.6 Recruitment and procurement strategies are developed.</p>

<p>3. Implement Business Development Plan</p>	<p>3.1 Physical and human resources are obtained to implement business operation.</p> <p>3.2 Operational unit is established to support and coordinate business operation.</p> <p>3.3 Simulations on the development plan are well discussed and understood.</p> <p>3.4 Implementation manual is discussed and understood.</p> <p>3.5 Marketing the business operation is undertaken.</p> <p>3.6 Monitoring process is developed and implemented for managing operation.</p> <p>3.7 Legal documents are carefully maintained and relevant records kept and updated to ensure validity and accessibility.</p> <p>3.8 Contractual procurement rights for goods and services including contracts with relevant people are negotiated and secured as required in accordance with the business plan.</p> <p>3.9 Options for leasing/ownership of business premises are identified and contractual arrangements completed in accordance with the business plan.</p>		
<p>4. Review implementation process and take corrective measures</p>	<p>4.1 Review process is developed and implemented for implementation of business operation.</p> <p>4.2 Improvements in business operation and associated management process are identified.</p> <p>4.3 Identified improvements are implemented and monitored for effectiveness.</p>		
<p>5. Establish contact with customers and clarify needs of customer</p>	<p>5.1 Persuasion strategies are developed and discussed.</p> <p>5.2 Welcoming customer environment is maintained and Customer is greeted warmly according to enterprise policies and procedures.</p> <p>5.3 Information is provided to satisfy customer needs.</p> <p>5.4 Information on customers and service history is gathered for analysis.</p> <p>5.5 Customer data is maintained to ensure database relevance and currency.</p> <p>5.6 Customer needs are accurately assessed against the products/services of the enterprise.</p> <p>5.7 Customer details are documented clearly and accurately in required format.</p> <p>5.8 Negotiations are conducted in a business-like and professional manner.</p>		
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	<p>5.9 Benefits for all parties are maximized in the <i>negotiation through use of established techniques</i> and in the context of establishing long term relationships.</p> <p>5.10 The results of negotiations are communicated to appropriate colleagues and stakeholders within appropriate timeframes.</p> <p>5.11 <i>Opportunities to maintain regular contact</i> with customers are identified and taken-up.</p>
6. Develop and Maintain Business Relationship	<p>6.1 Features and benefits of products/services provided by the enterprise are described/ recommended to meet customer needs.</p> <p>6.2 Alternative sources of information/advice are discussed with the customer.</p> <p>6.3 Information needed is pro-actively sought, reviewed and acted upon to maintain sound business relationships.</p> <p>6.4 Agreements are honored within the scope of individual responsibility.</p> <p>6.5 Adjustments to agreements are made in consultation with the customer and information shared with appropriate colleagues.</p> <p>6.6 Relationships are nurtured through regular contact and use of effective interpersonal and communication styles.</p>

Variable	Range
Unusual Business opportunities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Public holidays • Ceremonies • Natural disaster • Campaigns
Business opportunities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Expected financial viability • Skills of operator • Amount and types of finance available • Returns expected or required by owners • Likely return on investment • finance required • Lifestyle issues
Business skills and personal attributes	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Technical and/ or specialist skills • Managerial skills • Entrepreneurial skills • Taking calculated risk skills • Willingness to take calculated risks • Willingness to work under pressure

Specialist and relevant parties	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Chamber of commerce • Financial planners and financial institution representatives, business planning specialists and marketing specialists • Accountants • Lawyers and providers of legal advice • Government agencies • Industry/trade associations • Online gateways • Business brokers/business consultants
Business risks	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Occupational health and safety • Environmental risks • Relevant legislative requirements • Security of investment • Market competition • Security of premises/location • Supply and demand • Resources available
Human and physical resources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Software and hardware • Office premises and equipment • Communications equipment • Specialist services through outsourcing, contracting and consultancy • Staff • Vehicles
Operational unit	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • different departments, sections, teams, divisions, etc. staffed with required personnel and equipped to service and support business
Legal documents	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Partnership agreements, constitution documents, statutory books for companies (register of members, register of directors and minute books), certificate of Incorporation, franchise agreements and financial documentation, appropriate software for financial records • Occupational Health Safety (OHS) • Recordkeeping including personnel, financial, taxation, and environmental
Contracts with relevant people	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • business owners, suppliers, employees, agents, land owners, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship
Negotiation techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Identification of goals, limits

	<ul style="list-style-type: none"> • Clarification of needs of all parties • Listening and questioning • Non-verbal communication techniques • Appropriate language and situation • Bargaining • Developing options • Appropriate cultural behavior • Confirming agreements
Opportunities to maintain regular contact	<p>to maintain regular contact with customers may include:</p> <ul style="list-style-type: none"> • Informal social occasions • Ceremonies • Exhibitions • Industry functions • Association membership • Co-operative promotions • Program of regular telephone contact

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates knowledge and skills in:</p> <ul style="list-style-type: none"> • that a business operation has been planned and implemented from initial research of feasibility of the business and completion of the plan, through implementing the plan and commencing operations • the ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available • treating customers in a courteous and professional manner • building and maintaining relationships to achieve successful business outcomes
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Paradigm shift • Unusual business opportunities • Feasibility study • Business structure • Federal and regional government legislative requirements affecting business operations, especially in regard to Occupational Health and Safety (OHS), Equal Employment Opportunity (EEO), industrial relations and anti-discrimination • Procurement and recruitment strategy • Operational unit • Monitoring process • Business systems and operations • Relevant marketing, management, sales and financial concepts • Options for financing

	<ul style="list-style-type: none"> • Business premises and ownership • Lease • Methods for researching business opportunities • Methods of identifying relevant specialist services to complement the business • Advertising and promotion • Distribution and logistics • Terms and conditions in contractual agreement • Record keeping duties • Operational factors relating to the business (provision of professional services, products) • Customer need assessment • Source of information • Operational knowledge of enterprise policies and procedures in regard to: <ul style="list-style-type: none"> ➢ customer service ➢ dealing with difficult customers ➢ maintenance of customer databases ➢ allocated duties/responsibilities ➢ General knowledge of the range of enterprise merchandise and services, location of telephone extensions and departments/sections • Basic operational knowledge of industry/workplace codes of practice in relation to customer service • negotiation and communication techniques appropriate to negotiations that may be of significant commercial value 		
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Hunting and exploiting unusual business opportunities • Interpreting legal requirements, company policies and procedures and immediate, day-to-day demands • Conducting feasibility study • Developing new behavior • Using technology • Marketing skills • Business planning skills • Entrepreneurial skills • Time management skills • Customer handling skills • Communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • Technical and analytical skills to interpret business documents, reports and financial statements and projections • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Problem solving skills to develop contingency plans • Using computers and software packages to record and manage data and to produce reports 		
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	<ul style="list-style-type: none"> • Interpreting business information, numeracy skills for data analysis to aid research • Negotiation to conduct business activities • Research to identify a business opportunity and to conduct a feasibility study • Analytical skills to assess personal attributes and to identify business risks • Observation skills for identifying appropriate people, resources and to monitor work • Persuasion and networking skills • Welcoming customers • Information seeking skills to collect, organize and understand information related to collating and analyzing customer information to identify needs • Establish diagnostic processes which identify and recommend improvements to customer service
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Caregiving Level II	
Unit Title	Standardize and Sustain 3S
Unit Code	LSA CRG2 20 0216
Unit Descriptor	This unit of competence covers the knowledge, skills and attitudes required by worker to standardize and sustain 3S to his/her workplace. It covers responsibility for the day-to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.

Elements	Performance Criteria
1. Prepare for work.	<p>1.1 Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>1.2 Job specifications are read and interpreted following working manual.</p> <p>1.3 OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4 Safety equipment and tools are identified and checked for safe and effective operation.</p> <p>1.5 Tools and equipment are prepared and used to implement 3S.</p>
2. Standardize 3S.	<p>2.1 Plan is prepared and used to standardize 3S activities.</p> <p>2.2 Tools and techniques to standardize 3S are prepared and implemented based on relevant procedures.</p> <p>2.3 Checklists are followed for standardize activities and reported to relevant personnel.</p> <p>2.4 The workplace is kept to the specified standard.</p> <p>2.5 Problems are avoided by standardizing activities.</p>
3. Sustain 3S.	<p>3.1 Plan is prepared and followed to standardize 3S activities.</p> <p>3.2 Tools and techniques to sustain 3S are discussed, prepared and implemented based on relevant procedures.</p> <p>3.3 Workplace is inspected regularly for compliance to specified standard and sustainability of 3S techniques.</p> <p>3.4 Workplace is cleaned up after completion of job and before commencing next job or end of shift.</p> <p>3.5 Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.</p>
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	<p>3.6 Improvements are recommended to lift the level of compliance in the workplace.</p> <p>3.7 Checklists are followed to sustain activities and report to relevant personnel.</p> <p>3.8 Problems are avoided by sustaining activities.</p>
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Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • dust masks / goggles • glove • working cloth • first aid • safety shoes
Tools and equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • paint • hook • sticker • signboard • nails • shelves • chip wood • sponge • broom • pencil • shadow board/ tools board
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • 5S Job Cycle Charts • Visual 5S

	<ul style="list-style-type: none"> • The Five Minute 5S • Standardization level checklist • 5S checklist • The five Whys and one How approach(5W1H) • Suspension • Incorporation • Use Elimination
Relevant procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Assign 3S responsibilities • Integrate 3S duties into regular work duties • Check on 3S maintenance level • OHS measures such as signage, symbols / coding and labeling of workplace and equipment • Creating conditions to sustain your plans • Roles in implementation
Reporting	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • verbal responses • data entry into enterprise database • brief written reports using enterprise report formats
Relevant personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • supervisors, managers and quality managers • administrative, laboratory and production personnel • internal/external contractors, customers and suppliers
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • 5S slogans • 5S posters • 5S photo exhibits and storyboards • 5S newsletter • 5S maps • 5S pocket manuals • 5S department/benchmarking tours • 5S months • 5S audit • Awarding system • Big cleaning day • Patrolling system may include: <ul style="list-style-type: none"> ➢ Top management Patrol ➢ 5S Committee members and Promotion office Patrol ➢ Mutual patrol ➢ Self-patrol ➢ Checklist and Camera patrols

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Discuss the relationship between Kaizen elements. • Standardize and sustain 3S activities by applying appropriate tools and techniques.
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Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Elements of Kaizen • Ways to improve Kaizen elements • Benefits of improving kaizen elements • Relationship between Kaizen elements • The fourth pillar of 5S • Benefits of standardizing and sustaining 3S • Procedures for standardizing and sustaining 3S activities • Tools and techniques to sustain 3S • Relevant Occupational Health and Safety (OHS) and environment requirements • Plan and report • Method of communication
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • improving Kaizen elements by applying 5S • standardizing and sustaining procedures and techniques to avoid problems • technical drawing • procedures to standardizing 3S activities • analyzing and preparing shop layout of the workplace • standardizing and sustaining checklists • preparing and implementing tools and techniques to sustain 3S • working with others • reading and interpreting documents • observing situations • solving problems by applying 5S • communication skills • preparing labels, slogans, etc. • gathering evidence by using different means • using Kaizen board properly in accordance the procedure • reporting activities and results using report formats
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

SECTOR: LABOR AFFAIRS AND SERVICES
SUB-SECTOR: SOCIAL SERVICE

Level II

Caregiving [OS](#)

Household Services [OS](#)

Level I

Domestic Help [OS](#)

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

COMMENT TEMPLATE

The Federal TVET Agency values your feedback of the document.
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