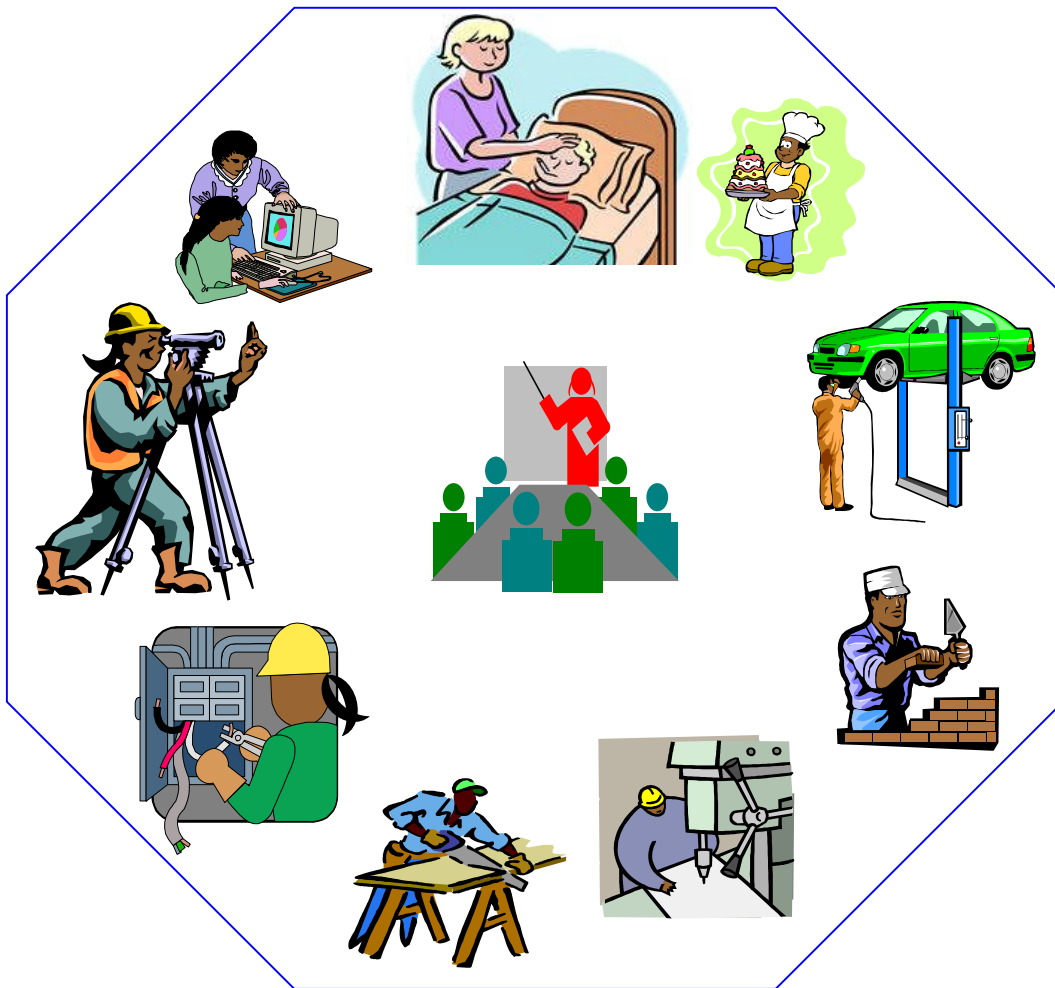**Federal Democratic Republic of Ethiopia**
OCCUPATIONAL STANDARD

OPHTHALMIC NURSING

NTQF Level V

Ministry of Education
June 2011

Introduction

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

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

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

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

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

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

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

- Chart with an overview of all Units of Competence for the respective level (Unit of Competence Chart) including the Unit Codes and Unit Titles

- Contents of each Unit of Competence (competence standard)

- Occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career path

UNIT OF COMPETENCE CHART

Occupational Standard: Ophthalmic Nursing	
Occupational Code: HLT OPN	

NTQF Level V

HLT OPN5 01 0611 Plan, Monitor and Manage Mental Health Service	HLT OPN5 02 0611 Assess, Diagnose and Prescribe to the Scope	HLT OPN5 03 0611 Ensure the Maintenance of Safe Environment of Visually Impaired People
HLT OPN5 04 0611 Promote, Develop and Deliver Evidence-based Practice in Ophthalmic Nursing	HLT OPN5 05 0611 Operate and Manage Ophthalmic Machines	HLT OPN5 06 0611 Perform Minor Surgery
HLT OPN5 07 0611 Provide Health Education in the Maintenance of Ocular Health	HLT OPN5 08 0611 Implement Specialist Access and Egress Procedures	HLT OPN5 09 0611 Manage Resource
HLT OPN5 10 0611 Conduct clinical mentoring in work environment	HLT OPN5 11 0611 Apply Research Skill in Nursing Care	HLT OPN5 12 0611 Facilitate and Capitalize on Change and Innovation
HLT OPN5 13 0611 Manage Quality Systems and Procedures	HLT OPN5 14 0611 Establish and Conduct Business Relationship	HLT OPN5 15 0611 Develop a Disaster Plan
HLT OPN5 16 1012 Develop and Refine Systems for Continuous Improvement in Operations		

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	**Plan, Monitor, and Manage ophthalmic Nursing Care**
Unit Code	HLT OPN5 01 0611
Unit Descriptor	This unit of competency describes the knowledge, skill and attitude to plan, monitor, supervise, coordinate and evaluate nursing care.

Elements	Performance Criteria
1. Develop plan for the program	1.1 *Plans* are accessed and priorities/issues are identified for the program. 1.2 Improvement plan is developed in accordance with the result.
2. Monitor and supervise the program	2.1 Ongoing nursing care is monitored and supervised periodically as per the institutional guide line 2.2 Appropriate and corrective measures are taken to solve the problems encountered. 2.3 *Resources* are utilized accordingly.
3. Coordinate and evaluate the program	3.1 Resources are mobilized and coordinated as per the institutional policy and procedures. 3.2 *Nursing team* is coordinated to render quality nursing care. 3.3 Resource utilization is evaluated as per the plan and organizational policy. 3.4 Quality of nursing care is evaluated as per the standard.

Variables	Range

Plan may includes	• Strategic plan
	   ➢ Long term plan
	   ➢ Intermediate plan
	   ➢ Short term plan
	• Operational plan

Resources may include	• Human resources • Material resource • Financial resource • Time • Infrastructure
Nursing team	• Nurses at different level(Level II-V)

Evidence Guide	
Critical Aspects of Competence	• Critical aspects for assessment and evidence required to demonstrate this competency unit • Develop plan for the program • Monitor and supervise the program • Coordinate and evaluate the program
Underpinning Knowledge and Attitudes	• Essential knowledge includes: • Principles of planning and monitoring nursing care system, including risk assessment • Leadership in nursing • Relevant organizational policy and guideline development components and principles. • Techniques in developing plan of action. • Theories, principles and concepts of nursing service management • Client networking, financing, cost estimation and planning process • Local client Health Plans • Funding guidelines
Underpinning Skills	Essential skills includes: • Communication skill • Advanced nursing skills • Research skill • Leadership skill • Complex problem solving skills
Resource Implications	Access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Demonstration / Observation with Oral Questioning
Context of Assessment	• Competence may be assessed in the work place or in a simulated work place setting • The workplace is recommended for assessment including by supervisor and peers, by observation and inquiries, and from written and other sources. • Off-the-job role plays and exercises may also be used

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	Assess Diagnose and Prescribe to the Scope
Unit Code	HLT OPN5 02 0611
Unit Descriptor	This unit addresses the ophthalmic nurse to assesses diagnose and prescribe to the scope.

Element	Performance Criteria
1. Assess the patient	1.1 Visual impairment is assessed based on the protocols. 1.2 Appropriate instruments are used during assessment.
2. Diagnose the patient	2.1 *Minor ophthalmic* cases are identified as per the guideline. 2.2 Appropriate *equipments and materials* are used to diagnose accurately and knowledgably. 2.3 *Social and environmental factors* are considered during diagnosis. 2.4 *Cases are referred* to other health care professionals as required.
3. Prescribe medication to the scope	3.1 Appropriate medications are selected for the identified cases. 3.2 Medications are selected based on the environmental, social and cultural aspects. 3.3 Proper handling, usage and storage are adequately explained. 3.4 The patient is explained when to return back if discomforts occurred

Variables	Range
Visual impairment	Is
Minor ophthalmic cases may be:	• Trichiasis • Chalazion • Nasaolachrimal duct blockage • Dermoid cyst • Granuloma • Allergic conjuctivites • Blepherites

	• Uveits • Corneal ulcer • Corneal foreign body • Trauma(e.g. alkaline) • E.t.c
Cases to be referred may be:	• Cataract • Corneal tear • Glaucoma • Retinal detachment • Diabetic retinoplathy • Squint • Painful blind eye • Macular hole • Others
equipments and materials may include:	• Snellen chart • Torch • Magnifying loop • Tonometer • Slit lamp • Ophthalmoscope • Trial set • Tarsotomy set
Social and environmental factors are:	• Age • Sex • Culture • Socio-economic status • Etc
Medications include:	• TTC(Tetracycline) • CAF eye drops • Gentamycin eye drop • Dexamethason • Teracortil • Systemic antibiotic • Gentamycin sub-cong • Zovirax(anti fungal)

Evidence Guide

Critical Aspects of Competence	Critical aspects of assessment must include the ability to:
	• Assess the patient
	• Diagnose the patient
	• Prescribe medication to the scope
Underpinning Knowledge and Attitudes	Essential knowledge must include:
	• Anatomy and physiology of eye
	• Relevant medical/medication terminology and approved medication abbreviations
	• Organization policies and procedures, guidelines and protocols, including workplace health and safety policies to ensure safe practice e.g. management of sharps
	• Ethical guidelines including confidentiality, duty of care and public safety
	• Application of guidelines to individual needs of clients(i.e. therapeutic interventions, hygiene, dignity, esteem, physical, cultural and cognitive restrictions) ➢ Relevant path physiology ➢ Factors influencing medication actions ➢ Major medication groups ➢ Documentation associated with medication administration ➢ Systems of medication delivery and medication administration devices (e.g. pumps and syringe drivers) within the scope of own role
	• State/territory legislative requirements relating to medication administration
	• Legal requirements for practice parameters of enrolled nurse relating to the administration of medications, including legal requirements of each route of administration
	• Methods of storage, handling and usage of medications
	• Role of the health care team in the administration of medications
	• An awareness of the role of complementary therapies
	• Substance incompatibilities, including: ➢ Anaphylactic reactions ➢ Adverse reactions ➢ Contraindications ➢ Precautions ➢ Side effects
	• An understanding of the pharmacology of medications including: ➢ Pharmacodynamics ➢ Pharmacokinetics ➢ Pharmacotherapeutics ➢ Toxicology

	• People's perception of pain and principles and strategies to alleviate pain
Underpinning Skills	Essential skills must include the ability to: • Interpersonal skills required include: ➢ Working with others, ➢ Empathy with patient and relatives, ➢ Using sensitivity when dealing with people, ➢ An ability to relate to persons from differing cultural, social and religious backgrounds • Problem solving skills required include an ability to use tools and techniques to solve problems, analyze information and make decisions that require discretion and confidentiality
Resource Requirements	Resource implications includes: • Access to appropriate workplace where assessment can take place • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures and protocols
Method of Assessment	Competence may be assessed through: • Interview / Written Test • Demonstration / Observation with Oral Questioning
Context of Assessment	This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	Ensure the Maintenance of an Appropriate and Safe Environment Relevant to the Needs of Visually Impaired People
Unit Code	HLT OPN5 03 0611
Unit Descriptor	This unit describes the competencies required to develop and maintain environment relevant to the needs of visually impaired people.

Elements	Performance Criteria	
1. Perform checks and inspections	1.1	All non-compliances are identified in accordance with the OHS procedures and statutory requirements.
	1.2	Actual and potential hazards are accurately identified.
2. Rectify and report work hazards and non-compliances	2.1	Appropriate action to minimize or eliminate identified hazards is taken in accordance with the workplace procedures and OHS regulations.
	2.2	Hazards and non-compliances are reported in accordance with the workplace instructions.
3. Complete documentation	3.1	Records, reports and other documentation concerning inspections are identified safety hazards and action taken are completed in accordance with the workplace and OHS regulatory requirements

Variables	Range
Visually impaired	•
General context	• Work must be carried out in accordance with workplace requirements and relevant OHS regulations • Work is performed under some supervision, generally within a team environment • Work involves the application of regulatory requirements and workplace procedures to ensure a safe working environment during work activities of visually impaired persons
Worksite environment	• Work is carried out in accordance with relevant codes of practice, OHS regulatory requirements, insurance requirements, and workplace policies and procedures • Hazards may include:

	- Slippery floors - Broken glass - Hot food and beverages - Faulty equipment - Moving trains and vehicles - Sudden and unexpected movement - Infectious and contagious diseases - Sharp objects - Syringes and drugs - Human and biological waste - Consultative processes may involve: - Customers - Other workplace personnel - Supervisors and managers - Official representatives - Depending on the type of organization concerned and the local terminology used, workplace procedures may include: - Company procedures - Enterprise procedures - Organizational procedures - Established procedures
Sources of information/ documents	- Information/documents may include: - Workplace procedures and policies - Work instructions, job description and induction materials - Manufacturer's instructions for the use of equipment and materials - Relevant OHS and environmental protection requirements and policies - Relevant codes of practice and regulations - Award, enterprise bargaining agreement and other industrial arrangements - Customer service and quality assurance procedures - Emergency procedures
Applicable regulations	- Information/documents may include: - Workplace procedures and policies - Work instructions, job description and induction materials - Manufacturer's instructions for the use of equipment and materials - Relevant OHS and environmental protection requirements and policies - Relevant codes of practice and regulations - Award, enterprise bargaining agreement and other

	industrial arrangements ➢ Customer service and quality assurance procedures ➢ emergency procedures • Applicable regulations and legislation may include: ➢ Relevant codes and regulations pertaining to workplace activities ➢ Relevant State/Territory OHS legislation ➢ Relevant State/Territory environmental protection legislation

Evidence Guide	
Critical Aspects of Competence	Critical aspects for assessment and evidence required to demonstrate this competency unit: ➢ Set up a system which ensures a safe working environment ➢ Perform required checks and inspections ➢ Rectify and report work hazards and non-compliances ➢ Locate, interpret and apply *relevant* information ➢ Work effectively with others ➢ Maintain workplace records
Underpinning Knowledge and Attitudes	Essential knowledge includes: • Regulations and codes of practice relevant to work activities • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies related to ensuring a safe workplace • Equipment, and materials used during work activities and precautions and procedures that should be followed in their use • Hazards that may occur in the workplace and action that can be taken to control and minimize the risks involved • Documentation and record requirements • Communication and negotiation requirements
Underpinning Skills	Essential skills includes: • Select and safely use relevant equipment and materials during work activities • Communicate effectively with others

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	• Read and interpret instructions, procedures and information relevant to safely carrying out work activities • Make appropriate judgments regarding the relative urgency of hazard reports • Use correct manual handling procedures • Write and prepare safety incident reports and other documents required within workplace activities
Resource Implications	Access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Demonstration / Observation with Oral Questioning
Context of Assessment	• Competence may be assessed in the work place or in a simulated work place setting • The workplace is recommended for assessment including by supervisor and peers, by observation and inquiries, and from written and other sources. • Off-the-job role plays and exercises may also be used

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	Promote, Develop and Deliver Evidence-based Practice in Ophthalmic Nursing
Unit Code	HLT OPN5 04 0611
Unit Descriptor	This unit describes the knowledge skills used to promote, develop, and deliver evidence based practice for professional expertise.

Element	Performance Criteria
1. Seek out scientific information	1.1 A variety of methods are utilized to collect and evaluate data in the clinical setting.
	1.2 Literature is accessed and evaluated on the theory and practice of traditional, alternative and scientific medicine.
	1.3 Case presentations and/or literature reviews are given in a public/peer setting.
2. Implement reflective learning practices	2.1 New treatments, protocols and other new ideas are evaluated, compared and contrasted.
	2.2 Skills and competencies are transferred to the new contexts.
	2.3 Knowledge of the historical, theoretical and philosophical aspects of the field of practice is used to improve the existing practices.
	2.4 Strengths and weaknesses are identified and measures are implemented to improve these.
3. Contribute to the development of professional practices	3.1 Links are established with other healthcare professionals using knowledge of local, community and hospital based services.
	3.2 Membership of relevant professional association/s is maintained.
	3.3 Participation is actively pursued in *professional development activities.*
	3.4 Progress of professional is *monitored* on a regular basis.
4. Critically evaluate specific research	4.1 *Research strategies are described.*
	4.2 Stakeholders and their communication needs are identified.
	4.3 Research requirements are identified.
	4.4 Research information and data are identified.

Variables	Range
	4.5 Research results are reported.

Variables	Range
Professional development activities may include:	• Articles, public presentations, interviews and other communications • Attendance at association meetings • Attendance at lectures or other education activities • Clinic supervision • Mentoring • Participation in proving • Participation in research projects • Provision of or participation in training • Study, distance-based learning • Subscription to professional journals
Monitored may refer to:	• Accreditation to professional associations • Assessment of clinic results • Client surveys • Feedback from colleagues • Monitoring of client attendance and business success • Peer discussions • Supervisory feedback • Workplace assessments
Research strategies include:	• Case history • Participant recruitment • Recognized research techniques • Research validation, peer review, reputability • Selecting and defining hypotheses according to standard research practice • Surveys and questionnaires
Research requirements may include:	• Arranging times and places for collection of information • Collecting and storing information • Designing and making available material and other aids needed to conduct research e.g. questionnaires • Identifying all relevant information sources • Maintaining confidentiality where appropriate
Report research includes:	• Presenting research, methodology and findings to appropriate bodies • Providing analysis of the data, issues and needs are arising during research

	• Providing an analysis of methodology used

Evidence Guide	
Critical Aspects of Competence	Critical aspects of assessment must include: • Seek out and scientific information • Implement reflective learning practices • Contribute to the development of professional practices • Critically evaluate specific research
Underpinning Knowledge and Attitudes	Essential knowledge must include: • Professional development activities available • Recent issues and events affecting the health industry • Relevant reference works • Research issues and their application • Research strategies • Research techniques • Statistical analysis • The historical, theoretical and philosophical aspects of the field of practice • Time management strategies
Underpinning Skills	Essential skills must include the ability to: • Collect, organize and analyze research data • Demonstrate competence in communicating industry specific information • Demonstrate literacy, numeracy and computer skills • Demonstrate presentation skills • Demonstrate report writing skills • Identify and communicate research findings with others • Participate in professional development activities listed in the range of variables • Write reports
Resource Requirements	Resource implications includes: • Access to appropriate workplace where assessment can take place • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures and protocols
Method of Assessment	Competence may be assessed through: • Interview / Written Test

	• Demonstration / Observation with Oral Questioning
Context of Assessment	This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	Operate and Manage Ophthalmic Machines
Unit Code	HLT OPN5 05 0611
Unit Descriptor	This unit describes the knowledge and skill used to operate and manage ophthalmic machines.

Element	Performance Criteria
1. Identify ophthalmic machines	1.1 Ophthalmic machines are identified based on their types, part and purpose. 1.2 Functional and Non-functional machines are identified. 1.3 Machines are identified based on the need for a particular case.
2. Operate and manage machines	2.1 Precautions are applied while handling the machines. 2.2 Health care providers who need the machine are assisted. 2.3 Appropriate manuals and guidelines are referred for the procedures. 2.4 Ongoing safety measures are applied to minimize risk on the client, care provider and the machine itself. 2.5 Results are recorded and reported as per the organizational policy and procedures.
3. Clean the machine	3.1 Appropriate *cleaning materials* are selected. 3.2 *Cleaning procedures* are used as per the guideline in the machines and institutional cleaning procedures. 3.3 Equipments are placed properly.

Variables	Range
Ophthalmic machines may include:	• Ophthalmoscope(direct) • Ophthalmoscope(indirect) • Slit lamp

	• Operating microscope • Magnifying loop • Tonometer • Laser machines • Ultrasound • Suction machine
Cleaning materials and procedures may include:	• Pure Alcohol (to lean ton meter) • Dry Cotton (to clean lamps and lens) • Water • Soap • Air applying machines • Lubricant Oil
Health care providers	• Ophthalmologists • Nurses • Eye care givers

Evidence Guide	
Critical Aspects of Competence	Critical aspects of assessment must include: • Identify ophthalmic machines • Operate and manage machines • Clean the machine
Underpinning Knowledge and Attitudes	Essential knowledge must include: • Organization policy and procedures • knowledge and execution of machines • knowledge of cleaning equipments and materials • Infection control • Patent safety • Documentation practice
Underpinning Skills	Essential skills must include ability to: • Communication skill • Machine operation skill • Cleaning skill • Contingency management skill
Resource Requirements	Resource implications includes: • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures and

	protocols
Method of Assessment	Competence may be assessed through: • Interview / Written Test • Demonstration / Observation with Oral Questioning
Context of Assessment	This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	Perform Minor Surgery
Unit Code	HLT OPN5 06 0611
Unit Descriptor	This unit addresses the knowledge and practice which are needed to perform minor surgery of ophthalmic cases.

Element	Performance Criteria
1. Perform pre-operative procedures	1.1 Surgery schedules are prepared. 1.2 Surgical packs are prepared for scheduled procedures. 1.3 Pre-operative client preparation is carried out in line with the required routine procedure and industry standards. 1.4 Theatre or surgical operating area is prepared for use. 1.5 The findings are recorded.
2. perform minor operations	2.1 Readiness of materials is checked 2.2 The theatre personnel is gloved and gowned in line with the practice policy. 2.3 Surgical site is cleaned and prepared as the procedure. 2.4 Specific an aesthetic procedure is applied. 2.5 The required surgical procedure is done according to the standard. 2.6 The type of procedure, condition of the patient and medications used are recorded.
3. Perform post-operative procedures	3.1 Patient anaesthetic recovery is monitored and patient condition is stabilized as required. 3.2 Vital signs are monitored in line with institution policy. 3.3 Specialized surgical equipment is carefully handled, cleaned, dried lubricated, sterilized and packed in line with institution policy.

	3.4 Ongoing assessment of the patient is recorded and reported.

Variables	Range
Surgical packs may include:	• Chalazion set • BTR/TPR(tarso plate rotation) set • Enuclation/ evasaration set • Probing set
Pre-operative preparation may include:	• Consent signed • Cheking the availability of the surgical packs. • Baseline data of the patient is assessed.(e g .vital sign assessment)
Vital signs	• Pulse rate Respiratory rate Blood pressure temperature
Minor surgical operations include:	• Chilazion • BTR/TPR(tarso plate rotation) • Enuclation/ evasaration • Probing • Foreign body removal
Surgical equipments include	• Ophthalmic equipment, • Anaesthetic equipment • Pulse oximeter • Magnifying loop • Examination lamp • Minor sugery sets • Stethoscope,

Evidence Guide	
Critical Aspects of Competence	• Perform pre-operative procedures • Perform minor operations • Perform post-operative procedures
Underpinning Knowledge and Attitudes	• Anatomy and physiology of the eye • Medical surgical nursing • Operation theater principles • Infection control

	• The organizational policies, procedures. manuals, for minor surgery of the eye • Documentation practice
Underpinning Skills	Essential skills must include the ability to: • Meticulous cleaning methods in cleaning theatre equipment • Communication skill • Operate autoclaves and sterilization equipment • Operation making skill(incision, suturing, etc)
Resource Requirements	Resource implications includes: • Access to appropriate workplace where assessment can take place • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures and protocols
Method of Assessment	Competence may be assessed through: • Interview / Written Test • Demonstration / Observation with Oral Questioning
Context of Assessment	This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	Provide Health Education in the Maintenance of Ocular Health
Unit Code	HLT OPN5 07 0611
Unit Descriptor	This unit addresses the skills and knowledge required to plan, advocate, monitor and manage provision of health education

Element	Performance Criteria
1. Plan health education services	1.1 Existing health education needs are identified and documented according to the *organization guidelines.* 1.2 Health educations in respect to client/community needs are evaluated. 1.3 A plan is developed and documented to respond to the identified community health education needs. 1.4 *Issues requiring mandatory notification* are ensured. 1.5 Resource needs are analyzed and documented for health education.
2. Provide health education	1.1 Health education is provided based on the needs identified. 1.2 Appropriate audiovisual materials are used during the provision of health education. 1.3 Policies and procedures are implemented for health education delivery in the workplace in line with legislative requirements. 1.4 Events were recorded and reported during health education.
3. Ensure health education is appropriate	2.1 Feedbacks and complaints are investigated. 2.2 *Behavioral changes* are inspected. 2.3 Client/patients are allowed to Re-demonstrates the information's provided.

Variables	Range
Organization guidelines may	• Procedures manuals • Legislative and regulatory guidelines

include:	• Workplace policies, procedures and related requirements
Issues requiring mandatory notification may include:	• Protection of children and others identified to be at risk. • Issues specifically identified by the community organization policies
Behavioral changes may include:	• Low prevalence of diseases • Improved community hygiene • Low distresses

Evidence Guide	
Critical Aspects of Competence	Critical aspects of assessment must include the ability to: • Plan health education services • provide health education • Ensure health education is appropriate
Underpinning Knowledge and Attitudes	Essential knowledge must include: • National Health Care Strategy • Relevant up-to-date national policies and reports, • Relevant organizational policy and guidelines • Community networks and planning processes • Disease progression ,risk factors, and prevention methods
Underpinning Skills	Essential skills must include the ability to: • Communicate effectively orally and in writing. • Good interpersonal skill (Negotiation and conflict resolution) • Write workplace reports and submissions • Analyze information as a basis for planning • Undertake planning activities in the workplace
Resource Requirements	Resource implications includes: • Access to appropriate workplace where assessment can take place • Simulation of realistic workplace setting for assessment • Relevant organizational policy, guidelines, procedures and protocols
Method of Assessment	Competence may be assessed through: • Interview / Written Test • Demonstration / Observation with Oral Questioning
Context of Assessment	This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	**Implement Specialist Access and Egress Procedures**
Unit Code	HLT OPN5 08 0611
Unit Descriptor	This unit involves implementing specialized procedures necessary to overcome major obstacles to safe access and egress at the scene of an incident. This unit may or may not require the use of specialized equipment. It refers to situations that stretch the resources and ingenuity of personnel involved to a limit beyond the requirements of routine procedures.

Element	Performance Criteria
1. Assess the situation/incident	1.1 Situation/incident is assessed by taking into account all factors, including **physical and emotional obstacles and communication barriers** impacting on safe access/egress.
	1.2 Situation is assessed by taking into account the need for specialized knowledge, personnel and/or equipment.
	1.3 The type of specialized knowledge, personnel and/or equipment is determined in line with the needs of the situation/incident.
	1.4 The type of specialized knowledge, personnel and/or equipment is determined based on patient care and welfare.
2. Implement necessary procedures to overcome major obstacles and enable safe access and egress	2.1 Specialized knowledge, personnel and/or equipment requested or arranged according to the assessed need.
	2.2 Access/egress plan is implemented using specialized **equipment**, personnel and/or knowledge necessary to complete the task and ensure patient welfare.
	2.3 Means of safe access and egress are negotiated and maintained according to the National OHS Acts, as well as the Service policies and procedures.
	2.4 Actions are undertaken in accordance with the standard operation procedure.

3. Monitor specialized access and egress procedure	3.1 Access/egress *procedure* is monitored constantly to ensure welfare of patient and safety of personnel. 3.2 Condition of patient is monitored constantly. 3.3 All factors, which might have impact on the effectiveness and safety of the procedure, are monitored constantly. 3.4 All reasonable steps are taken and resources used to ensure continued safety and patient welfare. 3.5 Access/egress plan is modified as necessary. 3.6 Additional resources are identified and arranged as necessary to complete procedure.

Variables	Range
Physical obstacles may include but are not limited to:	• Stairway • Debris • Wreckage • Live power • Water • Confined space • Leaking oxygen and other gases (Gaseous or toxic environment) • Fire • Breakdown in communication lines • Power cut
Physiologic obstacles may include but are not limited to:	• Suffocation • Smoke inhalation • Injury • Loss of consciousness
Atmospheric obstacles:	• Weather – aircraft/helicopter evacuation
Equipment to enable safe access and egress may include, but are not limited to:	• Spine board • Stretcher • Carry sheet • Lifting equipment • Rescue equipment • Ropes, cutting, climbing equipment

	• Fire extinguisher
Modes of transport may include, but is not limited to:	• Road ambulances • Clinic cars • Buses • helicopter
Procedures necessary to overcome obstacles may include, but are not limited to:	• Removal of wreckage, debris • Use of ropes, pulleys, abseiling

Evidence Guide	
Critical Aspects of Assessment	Critical aspects of assessment must include: • Observation of performance in the work environment or a simulated situation • Awareness and implementation of access/egress plans under a variety of conditions requiring specialist equipment and/or procedures • Proper use of various types of access/egress equipment including specialist equipment, in a variety of situations • Recognition that patient welfare is paramount in access and egress procedures • Recognition and observance of OHS requirements • Ingenuity in overcoming difficult access/egress situations
Underpinning Knowledge and Attitudes	Essential knowledge required includes: • Dangers associated with various hazardous situations • National and local policies and procedures related to access and egress • OHS policies and procedures relevant to access and egress • Patient care under these circumstances • Relevant specialist equipment and its uses • Factors which may affect safe access/egress and patient welfare
Underpinning Skills	Essential skills required include: • Oral communication skills (language competence) required

	to fulfill job roles as specified by the organization/service. Oral communication skills include: ➢ Asking questions, ➢ Active listening, ➢ Asking for clarification from patient or other persons at the scene, ➢ Negotiating solutions, ➢ Acknowledging and responding to a range of views - Interpersonal skills required include: ➢ Working with others, ➢ Empathy with patient and relatives - Problem solving skills required include: ➢ An ability to use available resources, ➢ Analyze information ➢ Make decisions that ensure patient welfare and their safe access/egress using specialized procedures
Resource Implications	For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.
Methods of Assessment	Competence may be accessed through: - Interview / Written Test - Demonstration / Observation with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	Manage Resources
Unit Code	**HLT OPN5 09 0611**
Unit Descriptor	This unit describes the knowledge and skills required to manage resources in accordance with the planned business strategies. It includes analyzing resource requirements, developing resource plans, allocating resources, and reviewing and reporting on resource usage.

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

	4.3 Reports are prepared that clearly indicate the level of performance achieved and any action taken to adjust or rectify procedures in meeting service and product delivery standards.

Variables	Range
Stakeholders may include:	- Nurses - Community - Non-governmental organizations - Other sectors
Resources may include:	- Human - Physical - Financial - Technological and information resources

Evidence Guide	
Critical Aspects of Competence	Critical aspects of assessment includes: - Resource Planning and management - Effective consultation and negotiation with stakeholders - Applying budgeting and financial management - Reasoning and precision of expression
Underpinning Knowledge	Essential knowledge required includes: - Resource planning and management - Financial management - Business strategies - Concepts of risk management - Organizational goals, policies and procedures - Human resource management
Underpinning Skills	Essential skills required includes: - Using effective consultation and negotiation with stakeholders - Writing reports requiring reasoning and precision of expression - Responding to diversity, including gender and disability - Applying budgeting and financial management
Resource Requirements	For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.
Method of Assessment	Competence may be assessed through: - Interview / Written Test - Demonstration / Observation with Oral Questioning

Context of Assessment	This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions.

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	**Conduct Clinical Mentoring in the Work Environment**
Unit Code	**HLT OPN5 10 0611**
Unit Descriptor	This unit describes the clinical mentoring of patient care in the work environment, to ensure optimal delivery of patient care by another person. Competency involved in this unit related to clinical supervision of care rather than to level of care.

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

Variables	Range
On-job mentoring may include, but is not limited to:	• Clinical leadership • Post-case debrief • Planned continuing education programs • Ongoing welfare surveillance of officers

Evidence Guide	
Critical Aspects of Competence	A person who demonstrates competence in this standard must be able to: • Facilitate and mentor the delivery of appropriate patient care • Oversee welfare of ambulance personnel
Underpinning Knowledge and Attitudes	*Essential knowledge:* • Basic nursing care • Mentoring and coaching techniques
Underpinning Skills	*Essential skills required include:*

	• Oral communication skills (language competence) required to fulfill job roles as specified by the organization/service. • Oral communication skills include asking questions, active listening, mentoring and coaching, seeking clarification of information, negotiating solutions, acknowledging and responding to a range of views. • Written communication skills (literacy competence) required to fulfill job roles as specified by organization/service. The level of skill may range from reading and understanding incident reports and case management materials to preparing feedback reports. • Interpersonal skills required include working with others, empathy with ambulance personnel and an ability to relate to persons from differing cultural, social and religious backgrounds
Resource Implications	*Resource implications:* • Access to appropriate workplace or simulation of realistic workplace setting where assessment can be conducted • Access to equipment and resources normally used in the workplace
Methods of Assessment	Competence may be assessed through: • 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 • This unit should be assessed with other frontline management units taken as part of this qualification and as applicable to the candidate's leadership role in a work teams

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	**Apply Research Skills in ophthalmic Nursing Care**
Unit Code	**HLT OPN5 11 0611**
Unit Descriptor	This unit of competency describes the skills and knowledge required to demonstrate nursing practice in a contemporary health environment using research skills.

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

	5.3 Nursing research methodologies and resources are used appropriately. 5.4 Participated in data collection for nursing research. 5.5 Contributed to research toward continuous improvement programs.

Variables	Range
Research methodologies may include:	• Qualitative • Quantitative • Evidence-based practice
Nursing research may include:	• Nursing interventions • Client perceptions of the provision of care • Models of nursing care • Political issues confronting nursing practice and • health care provision
Examples of nursing research resources may include:	• Scope of Nursing Practice Decision-Making • Framework • Evidence based practice • Currency of knowledge • Best practice
Research issues may include:	• Euthanasia • Abortion • IVF • Cloning • Stem cell research • Embryonic research • Mandatory detention

Evidence Guide	
Critical Aspects of Competence	A person who demonstrates competence in this standard must be able to provide evidence that they are able to • Identify a need for research into health issues • Identify client-related issues in participating in research • Undertake a critical analysis of planned research • Develop a research proposal in consultation/ collaboration with others • Participate in nursing research
Underpinning Knowledge and Attitudes	*Essential knowledge:* • The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and

	- Manage contingencies in the context of the identified work role - This includes knowledge of: - Age and gender issues for nursing practice - Cultural and religious considerations for nursing practice - Ethical guidelines including confidentiality, duty of care and public liability - Organization policies and procedures and protocols - Role of evidence based practice - Role of the health care team members - Social and personal wellbeing - Socio-economic, physiological, emotional and physical variables - Statutory requirements for data collection and documentation in relation to research
Underpinning Skills	*Essential skills:* - Apply Professional Standards of Practice: - ENA code of conduct - ENA code of ethics - State/territory Nurse Regulatory Nurses Act - Scope of nursing practice decision making framework - Use appropriate communication skills(non-verbal, openness, sensitivity, nonjudgmental attitudes): - consultation/collaboration methods - Team negotiation and networking - Analysis and interpretation of evidence - Decision making techniques - Written and oral presentations
Resource Implications	Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as Possible
Methods of Assessment	Competence may be assessed through: - 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 - This unit should be assessed with other frontline management units taken as part of this qualification and as applicable to the candidate's leadership role in a work teams

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	**Facilitate and Capitalize on Change and Innovation**
Unit Code	**HLT OPN5 12 0611**
Unit Descriptor	This unit specifies the outcomes required to plan and manage the introduction and facilitation of change; particular emphasis is on the development of creative and flexible approaches, and on managing the emerging opportunities and challenges.

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

	3.5 Recommendations for improving the methods and techniques to manage change are identified, evaluated and negotiated with the appropriate individuals and groups.
Variables	**Range**
Manager	A person with frontline management roles and responsibilities, regardless of the title of their position.
Appropriate stakeholders may refer to:	those individuals and organizations who have a stake in the change and innovation being planned, including: • Organization directors and other relevant managers • Teams and individual employees who are both directly and indirectly involved in the proposed change • union/employee representatives or groups • OHS committees • Other people with specialist responsibilities • External stakeholders where appropriate - such as clients, suppliers, industry associations, regulatory and licensing agencies
Risks may refer to:	• Any event, process or action that may result in goals and objectives of the organization not being met • Any adverse impact on individuals or the organization • Various risks identified in a risk management process
Information needs may include:	• New and emerging workplace issues • Implications for current work roles and practices including training and development • Changes relative to workplace legislation, such as OHS, workplace data such as productivity, inputs/outputs and future projections • Planning documents • Reports • Market trend data • Scenario plans • Customer/competitor data

Evidence Guide	
Critical Aspects of Competence	Assessment must show evidence that the candidate: • Planning the introduction and facilitation of change • Developing creative and flexible approaches and solutions • Managing emerging challenges and opportunities
Underpinning Knowledge and Attitudes	• Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

	• The principles and techniques involved in:
	➢ Change and innovation management
	➢ development of strategies and procedures to implement and facilitate change and innovation
	➢ use of risk management strategies: identifying hazards,
	• Assessing risks and implementing risk control measures
	➢ problem identification and resolution
	➢ leadership and mentoring techniques
	➢ management of quality customer service delivery
	➢ consultation and communication techniques
	➢ record keeping and management methods
	➢ the sources of change and how they impact
	• Factors which lead/cause resistance to change
	• Approaches to managing workplace issues
Underpinning Skills	Demonstrate skills on:
	• Communication skills
	• Planning work
	• Managing risk
Resources Implication	The following resources must be provided:
	• Workplace or fully equipped assessment location with necessary tools, equipment and consumable materials
Assessment Methods	Competence may be assessed through:
	• 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: Ophthalmic Nursing Level V	
Unit Title	**Manage Quality Systems and Procedures**
Unit Code	**HLT OPN5 13 0611**
Unit Descriptor	This unit specifies the outcomes required to manage quality within projects. It covers determining quality requirements, implementing quality assurance processes, and using review and evaluation to make quality improvements in current and future projects.

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

3. Implement project quality improvements	3.1 Processes are reviewed and agreed changes implemented continually throughout the project life cycle to ensure the continuous improvement to quality.
	3.2 Project outcomes are reviewed against the performance criteria to determine the effectiveness of quality management processes and procedures.
	3.3 Lessons are learned and recommended, *improvements* are identified, documented and passed on to a higher project authority for application in future projects.

Variable	Range
Quality objectives may include:	• Requirements from the client and other stakeholders • Requirements from a higher project authority • Negotiated trade-offs between cost, schedule and performance • Those quality aspects which may impact on customer satisfaction
quality management plan may include:	• Established processes • Authorizations and responsibilities for quality control • Quality assurance • Continuous improvement
Quality management methods, techniques and tools may include:	• Brainstorming • Benchmarking • Charting processes • Ranking candidates • Defining control • Undertaking benefit/cost analysis • Processes that limit and/or indicate variation • Control charts • Flowcharts • Histograms • Pareto charts • Scatter gram • Run charts
Quality control may include:	• Monitoring conformance with specifications • Recommending ways to eliminate causes of unsatisfactory • Performance of products or processes • Monitoring of regular inspections by internal or external agents

Improvements may include:	• Formal practices, such as total quality management or continuous improvement
	• Improvement by less formal processes which enhance both the product quality and processes of the project, for example client surveys to determine client satisfaction with project team performance

Evidence Guide	
Critical Aspects of Competence	A person who demonstrates competence in this unit must be able to: • Determine quality requirements • Implement quality assurance • Implement project quality improvement

Underpinning Knowledge and Attitudes	Knowledge required include :
	 • The principles of project quality management and their application
	 • Acceptance of responsibilities for project quality management
	 • Use of quality management systems and standards
	 • The place of quality management in the context of the project life cycle
	 • Appropriate project quality management methodologies; and their capabilities, limitations, applicability and contribution to project outcomes
	 • Attributes:
	    ➢ Analytical
	    ➢ Attention to detail
	    ➢ Able to maintain an overview
	    ➢ Communicative
	    ➢ Positive leadership

Underpinning Skills	Ability to: • Relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities • Project management • Quality management • Planning and organizing • Communication and negotiation • Problem-solving • Leadership and personnel management • monitoring and review skills
Resources Implication	The following resources must be provided: • Access to workplace documentation • Real or simulated workplace
Assessment Methods	Competence may be assessed through: • Interview

	• Observation/Demonstration
Context of Assessment	Competence may be assessed in the real workplace or in a simulated workplace setting

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	**Establish and Conduct Business Relationships**
Unit Code	**HLT OPN5 14 0611**
Unit Descriptor	This unit covers the skills, attitudes and knowledge required to manage business relationship with customers within the constructions industry context.

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

	customer's needs.
	3.2 Information to satisfy customer needs is provided.
	3.3 Alternative sources of information/advice are discussed with the customer.
4. Foster and maintain business relationships	4.1 Pro-actively seek, review and act upon information needed to maintain sound business relationships.
	4.2 Agreements are honored within the scope of individual responsibility.
	4.3 Adjustments are made to the agreements in consultation with the customer, and share information with the appropriate colleagues.
	4.4 Relationships are nurtured through regular contact and use of effective interpersonal and communication styles.

Variables	Range
Opportunities to maintain regular contact with customers may include:	• Informal social occasions • Industry functions • Association membership • Co-operative promotions • Program of regular telephone contact
Negotiation techniques	• Identification of goals, limits • Clarification of needs of all parties • Identifying points of agreement and points of difference • Preparatory research of facts • Active listening and questioning • Non-verbal communication techniques • Appropriate language • Bargaining • Developing options • Confirming agreements • Appropriate cultural behavior

Evidence Guide	
Critical Aspects of Competence	It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of: • Consistently applying enterprise policies and procedures and industry codes of practice in regard to customer service • Providing a quality service environment by treating customers in a courteous and professional manner through all stages of the procedure

	• Using effective questioning/active listening and observation skills to identify customer needs • Communicating effectively with others involved in or affected by the work • Maintaining relevant and current customer databases in accordance with enterprise policies and procedures • Ability to build and maintain relationships to achieve successful business outcomes

Underpinning Knowledge and Attitudes	Demonstrate knowledge and attitudes on:
	• Operational knowledge of enterprise policies and procedures in regard to:
	    ➢ Customer service, dealing with difficult customers
	    ➢ Maintenance of customer databases
	    ➢ Allocated duties/responsibilities
	    ➢ General knowledge of the range of enterprise merchandise and services, location of telephone extensions and departments/sections
	• Basic operational knowledge of legislation and statutory requirements, including consumer law, trade practices and fair trading legislation
	• Basic operational knowledge of industry/workplace codes of practice in relation to customer service
	• Negotiation and communication techniques appropriate to negotiations that may be of significant commercial value

Underpinning Skills	Demonstrate skills on: • Use workplace technology related to use of customer database • Collect, organize and understand information related to collating and analyzing customer information to identify needs • Communicate ideas and information • Plan and organize activities concerning information for database entries • Use mathematical ideas and techniques to plan database cells and size • Establish diagnostic processes which identify and recommend improvements to customer service
Resources Implication	The following should be made available: • A workplace or simulated workplace • Documentation, such as enterprise policy and procedure manuals relating to customer service
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Elements of competence contain both knowledge and practical components. Knowledge components may be assessed off the job. Practical components should be assessed on the job or in

	a simulated work environment.		

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	**Develop a Disaster Plan**
Unit Code	**HLT OPN5 15 0611**
Unit Descriptor	This unit describes the competencies required to develop in consultation with other agencies and key people, which sets out the roles and responsibilities of workers and others in the community, for responding to a disaster.

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

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

Variables	Range
Government agencies may include:	• State /Territory Health Department • Police • Social Security • Local Government • Emergency Services
Disasters may include:	• Floods • Cyclones • Fires • Earth quakes • Nuclear accidents • Riots, raids
Community organizations may include:	• Government and non-government agencies • Health care service providers • Other service providers • Trades people • Community groups who provide care to the community
Legislative requirements:	• Clinical practice may be governed by Federal, State or Territory legislation, which defines workers' roles and responsibilities. • Implementation of the competency standards must reflect the legislative framework in which a health worker operates. This may reduce the Range of Variables in practice and assessment. • Lack of resources, remote locations and community needs often require health workers to operate in situations which do not constitute "usual practice". Because of this, health workers may need to possess more competencies than described by "usual practice circumstances". • Lack of resources or the environment in which the health worker works does not negate the requirement for the worker to work within a legislative framework, and be

	enabled by the employer to do so.

Resources may include:	• Premises • Grounds • Accommodation • Workplace equipment • Materials • Plant vehicles • Exclusive use • Occupation
Key people will include:	• Those within and external to organization • Community leaders and representatives • Agencies /service representatives • Trade and professional services
A disaster plan(s) is/are:	• Guidelines and/or plans for responding to various types of disaster, detailing the roles and responsibilities of workers, resource needs and sources and situation management strategies

Evidence Guide	
Critical Aspects of Competence	Critical aspects for assessment and evidence required to demonstrate this competency requires to: • Liaise with relevant government agencies • Identify and liaise with appropriate community organizations • Incorporate legislative requirements for disaster planning and relief into a plan • Coordinate volunteer support • Ensure training for volunteers and staff • Evaluate and modify disaster plan
Underpinning Knowledge and Attitudes	Essential knowledge includes: • Relevant policies, protocols and procedures of the organization • Relevant Federal, State and Local government policies, guidelines and legislation relating to disaster management • Relevant equipment and technology • Local resources, suppliers and trades people • Existing disaster plans (developed by other organizations who service the Community • Project development • Local disaster planning processes and networks • Community networks • Community views on disaster management

Underpinning Skills	Essential skills includes: • Communication and liaison • Networking • Human Resource Management • Negotiation • Small group facilitation • Planning • Training
Resource Implications	For reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace; simulations should be used to represent workplace conditions as closely as possible.
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Demonstration / Observation with Oral Questioning
Context of Assessment	• Competence may be assessed in the work place or in a simulated work place setting • The workplace is recommended for assessment including by supervisor and peers, by observation and inquiries, and from written and other sources. • Off-the-job role plays and exercises may also be used

Occupational Standard: Ophthalmic Nursing Level V	
Unit Title	**Develop and Refine Systems for Continuous Improvement in Operations**
Unit Code	**HLT OPN5 16 1012**
Unit Descriptor	This unit of competency covers the skills, knowledge and processes required to ensure that continuous improvement systems do not stultify and continue to improve along with other operational systems in an organization. This unit is about improving the process yield/unit of effort or cost, reducing process variation and increasing process reliability, upgrading, enhancing or refining process outputs, and includes developing a culture of reviewing and sustaining change ensuring improvements are maintained and built on.

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

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

Variable	Range

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

Variable	Range

Competitive systems and practices	Competitive systems and practices may include, but are not limited to:
	• lean operations
	• agile operations
	• preventative and predictive maintenance approaches
	• monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems
	• statistical process control systems, including six sigma and three sigma
	• JIT, kanban and other pull-related operations control systems
	• supply, value, and demand chain monitoring and analysis
	• 5S
	• continuous improvement (kaizen)
	• breakthrough improvement (kaizen blitz)
	• cause/effect diagrams
	• overall equipment effectiveness (OEE)
	• takt time
	• process mapping
	• problem solving
	• run charts
	• standard procedures
	• current reality tree
	• Competitive systems and practices should be interpreted so as to take into account:
	  − stage of implementation of competitive systems and practices
	  − the size of the enterprise
	  − the work organization, culture, regulatory environment and the industry sector

Code of practice and standards	Where reference is made to industry codes of practice, and/or Ethiopian/international standards, the latest version must be used

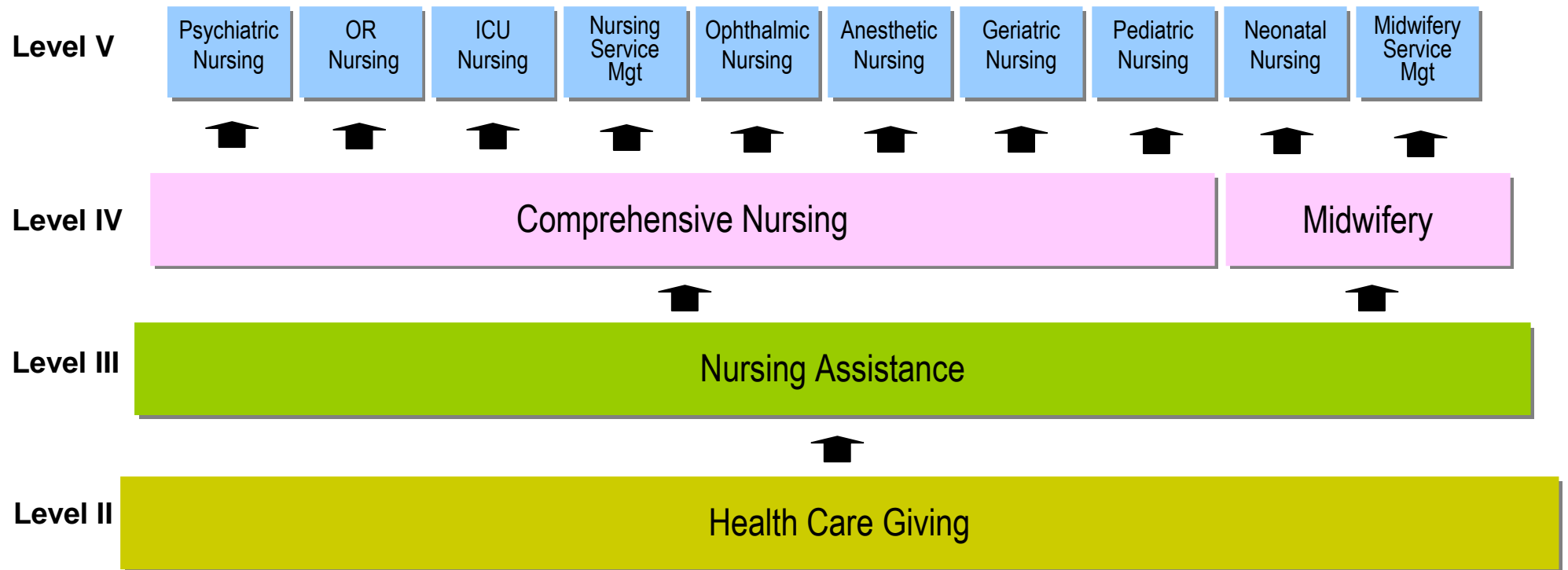| Organization systems	Organization systems may include: • problem recognition and solving • operational/process improvement • improvement projects • product/process design and development • processes for making incremental improvements
Relevant metrics	Relevant metrics include all those measures which might be used to determine the performance of the improvement system and may include: • hurdle rates for new investments • KPIs for existing processes • quality statistics • delivery timing and quantity statistics • process/equipment reliability ('uptime') • incident and non-conformance reports • complaints, returns and rejects
Process improvement yield	Improvement process yield may be regarded as: • the benefit achieved for the effort invested
Breakthrough improvements	Breakthrough improvements include: • those which result from a kaizen blitz or other improvement project or event and are a subset of all improvements
Timing of breakthrough improvements	Timing of breakthrough improvements includes: • frequency (which should be maximized) and duration (which should be minimized) of events/projects
Continuous improvement	Continuous improvement is part of normal work and does not require a special event to occur (although may still require authorizations) and contrasts with breakthrough improvement/kaizen blitz which occurs by way of an event or project
Resources for improvement	Resources for improvements include: • improvement budget • guidelines for trialing of possible improvements • mechanism for approvals for possible improvements • business case guidelines for proposed improvements • indicators of success of proposed improvement • mechanisms for tracking and evaluation of changes • forum for the open discussion of the results of the implementation • mechanisms for the examination of the improvement for additional improvements • organization systems to sustain beneficial changes
Capturing value stream improvements	Capturing value stream improvements includes: • revised contractual arrangements • revised specifications • signed agreements • other documented arrangements which formalize the raised base line

Systems impacting improvements	Systems which impact/are impacted on improvements and the improvement system include: • office • purchasing • rewards (individual or team at all levels) • sales • marketing • maintenance • process/product • transport and logistics
Organizational knowledge	Organizational knowledge should: • be able to be quantified or otherwise modified to make its outcomes measurable or observable • be able to be expressed in an accessible and distributable form appropriate to the organization operations and stakeholders
Improvements	Improvements may: • be to process, plant, procedures or practice • include changes to ensure positive benefits to stakeholders are maintained
Manager	Manager may include: • any person who may have either a permanent or an ad hoc role in facilitating the function of multiple teams in a workplace, departments or entire organizations

Evidence Guide	
Critical Aspects of Competence	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • critically review current continuous improvement processes • establish ongoing review of continuous improvement processes • implement improvements in the practice of continuous improvement • better align internal and external systems • gather data through interviews with stakeholders • review existing data • obtain additional data through a variety of techniques • communicate and negotiate at all levels within the organization
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • competitive systems and practices tools, including: • value stream mapping • 5S • Just in Time (JIT) • mistake proofing • process mapping

	• establishing customer pull • kaizen and kaizen blitz • setting of KPIs/metrics • identification and elimination of waste (muda) • continuous improvement processes including implementation, monitoring and evaluation strategies for a whole organization and its value stream • difference between breakthrough improvement and continuous improvement • organizational goals, processes and structure • approval processes within organization • cost/benefit analysis methods • methods of determining the impact of a change • advantages and disadvantages of communication media, methods and formats for different messages and audiences • customer perception of value • define, measure, analyze, improve, and control and sustain (DMAIC) process
Underpinning Skills	Demonstrates skills to: • undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialized nature and in highly varied and/or highly specialized contexts • communicating at all levels in the organization and value stream and to audiences of different levels of literacy and numeracy • analyzing current state/situation of the organization and value stream • determining and implementing the most appropriate method for capturing value stream improvements • collecting and interpreting data and qualitative information from a variety of sources • analyzing individually and collectively the implementation of competitive systems and practices tools in the organization and determining strategies for improved implementation • relating implementation and use of competitive systems and practices and continuous improvement to customer benefit • solving highly varied and highly specialized problems related to competitive systems and practices implementation and continuous improvement to root cause • negotiating with stakeholders, where required, to obtain information required for implementation and refinement of continuous improvements, including management, unions, value stream members, employees and members of the community • reviewing relevant metrics, including all those measures which might be used to determine the performance of the improvement system, including:

	− key performance indicators (KPIs) for existing processes − quality statistics − delivery timing and quantity statistics − process/equipment reliability ('uptime') − incident and non-conformance reports − implementing continuous improvement to support systems and areas, including maintenance, office, training and human resources
Resources Implication	Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies
Methods of Assessment	Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of principles and techniques associated with change management In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge
Context of Assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.

Sector: Health
Sub-Sector: Nursing Care

	Level V	Psychiatric Nursing	OR Nursing	ICU Nursing	Nursing Service Mgt	Ophthalmic Nursing	Anesthetic Nursing	Geriatric Nursing	Pediatric Nursing	Neonatal Nursing	Midwifery Service Mgt

Level V Psychiatric Nursing | OR Nursing | ICU Nursing | Nursing Service Mgt | Ophthalmic Nursing | Anesthetic Nursing | Geriatric Nursing | Pediatric Nursing | Neonatal Nursing | Midwifery Service Mgt

Level IV Comprehensive Nursing | Midwifery

Level III Nursing Assistance

Level II Health Care Giving

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