TRAINING ROADMAP FOR

MEDICAL SOCIAL WORKER IN FRAILTY CARE

MINISTRY OF HEALTH

SINGAPORE

CONTENTS

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FOREWORD

As the demand for healthcare services continues to evolve, the role of the Medical Social Worker ("MSWs") becomes increasingly vital in providing holistic care for individuals, especially those facing frailty. The National Frailty Strategy underscores the importance of a comprehensive approach to frailty care to improve quality of life and promote longevity.

This roadmap is designed to equip MSWs with the knowledge, skills, and competencies necessary to address the complex needs of frail individuals and their families. It encompasses a multidisciplinary approach, emphasizing collaboration with healthcare professionals, community partners, and caregivers to deliver person-centered care that promotes independence and quality of life.

We commend the dedication of MSWs in embracing this training roadmap, as it reflects a commitment to enhancing the well-being of our aging population and individuals facing frailty. By investing in continuous learning and professional development, MSWs are poised to make a significant impact in shaping the future of frailty care and contributing to the overall health and welfare of our communities.

We extend my gratitude to all stakeholders involved in the development of this training roadmap, and we are confident that it will serve as a valuable resource in advancing the capabilities of MSWs in frailty care.

Together, let us continue to strive for excellence in healthcare and social services, ensuring that individuals experiencing frailty receive the compassionate and comprehensive support they deserve.

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TRAINING ROADMAP FOR
MEDICAL SOCIAL WORKER IN FRAILTY CARE

JOB ROLE DESCRIPTION AND PRE-REQUISITES

Job Role Description and Pre-requisites

Job title	MSW in Frailty Care	Senior MSW in Frailty Care	Principal and Master MSW in Frailty Care
Job role Pre-requisites	**Qualification:** Degree or post graduate diploma in social work.		
	Type of work experience: 6 months to 3 years with inpatient experience or worked with acute or subacute patients or frail elderly in hospitals or community	**Type of work experience:** 4 to 7 years with inpatient experience or worked with acute or subacute patients or frail elderly in hospitals or community	**Type of work experience:** More than 8 years with inpatient experience or worked with acute or subacute patients or frail elderly in hospitals or community
Description of role	A medical social worker is responsible to provide frailty[1] care in the area of a) casework and b) community work	A senior medical social worker is responsible to provide frailty care in the area of a) casework; b) community work and c) professional development and education	A principal medical social worker is responsible to provide frailty care in the area of a) casework; b) community work; c) professional development and education; and d) professional leadership

[1]*Frailty is a dynamic and evolving state of health which involves the gradual loss of physiological in-built reserves leading to losses in one or more domains of human function (physical, cognitive, psychological and/or social) and increases the vulnerability of older adults to adverse health-related outcomes. Frailty can be prevented, reversed, or delayed in the early stages and managed in the later stages, through early detection and interventions to optimise functional ability, activity participation and quality of life.*

CRITICAL WORK FUNCTIONS AND KEY TASKS

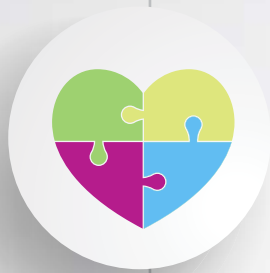| Critical Work Functions	Key Tasks		
	MSW in Frailty Care	**Senior MSW in Frailty Care**	**Principal and Master MSW in Frailty Care**
1 **Conduct casework**	1. Build professional relationships with patients and stakeholders 2. Provide case management for discharge and care planning • Conduct Bio-psychosocial assessment for patients who are mentally/physically/socially frail • Conduct frailty screening and comprehensive geriatric assessment • Conduct risk assessment, including identification of medical and social red flags for Vulnerable Adults • Formulate intervention plans • Work with stakeholders (both internal and community) to support patients' discharge &/or long-term care planning • Identify, match and link patients to community resources • Evaluate the action plans for clients • Work with community partners to ensure continuity of care • Provide psychosocial support to patients, families and caregivers • Initiate conversations on Advance Care Plan (ACP) / Lasting Power of Attorney (LPA)	3. Build professional relationships with patients and stakeholders 4. Provide case management for discharge and care planning • Provide guidance on the conduct of Bio-psychosocial assessment for patients who are mentally/physically/socially frail • Conduct frailty screening and comprehensive geriatric assessment • Conduct risk assessment for Vulnerable Adults and advise on follow up actions • Formulate intervention plans • Work with stakeholders (both internal and community) to support patients' discharge &/or long-term care planning • Identify, match and link patients to community resources • Evaluate or review action plans for clients Work with community partners to ensure continuity of care • Provide psychosocial support to patients, families and caregivers • Initiate conversations on ACP/LPA/Deputyship • Leading Multi-Disciplinary Meetings • Provide Grief and Bereavement work • Advocate for patient's well-being • Write Social Reports • Manage complex cases with multi-disciplinary teams • Lead and conduct case assessment and risk assessment for complex and high-risk cases by taking into account the integration of a range of information independently • Provide mediation and counselling for patients with complex family relationships • Resolve potential conflicts or challenges from end-of-life issues for complex chronic illnesses	

CRITICAL WORK FUNCTIONS AND KEY TASKS

Critical Work Functions	Key Tasks		
	MSW in Frailty Care	**Senior MSW in Frailty Care**	**Principal and Master MSW in Frailty Care**
1 **Conduct casework** (continued)	• Participate in Multi-Disciplinary Meetings • Provide Grief and Bereavement work • Advocate for patient's well-being • Write Social Reports • Manage complex cases with supervision		
2 **Perform Community Work**	1. Engage patients, families, multidisciplinary team and community partners to gather holistic and relevant information 2. Partner with community agencies to support patient • Engage stakeholders to deliver public education talks on frailty with supervision	1. Engage patients, families, multidisciplinary team and community partners to gather holistic and relevant information 2. Partner with community agencies to improve patient care 3. Network with community stakeholders for effective care integration 4. Deliver public education talks on frailty independently	1. Engage patients, families, multidisciplinary team and community partners to gather holistic and relevant information 2. Partner with community agencies to improve patient care 3. Network with community stakeholders for effective care integration 4. Deliver public education talks on frailty independently 5. Network with target community partners for the welfare of target groups of patients (e.g., frail/at-risk frail population) 6. Engage stakeholders and community care providers in recognising elders living with frailty

CRITICAL WORK FUNCTIONS AND KEY TASKS

Critical Work Functions	Key Tasks		
	MSW in Frailty Care	Senior MSW in Frailty Care	Principal and Master MSW in Frailty Care
2 **Perform Community Work** (continued)			7. Actively promote strategies to improve overall psychosocial well-being and family/community care/ case support for patients 8. Develop community initiatives to build capacity for cognitive assessments for early interventions 9. Identify and highlight gaps in services and resources in the community 10. Identify emerging trends that require domain attention (e.g., community/ social issues, new types of intervention), and guide the development of interventions, including sharing of trends with policy makers and key stakeholders. 11. Perform stakeholder engagement & partnerships
3 **Engage in Professional Development and Education**			1. Develop inter-professional curriculum and deliver, or provide guidance to plan and develop education and training programmes on frailty care 2. Advise sector planners on the training initiatives and programmes for MSWs on frailty care

CRITICAL WORK FUNCTIONS AND KEY TASKS

Critical Work Functions	Key Tasks		
	MSW in Frailty Care	**Senior MSW in Frailty Care**	**Principal and Master MSW in Frailty Care**
4 **Provide Professional Leadership**			1. Provide leadership across specialised areas of health social work by incorporating a health-social lens to effectively address social determinants of health and navigate complexities of human and structural issues, and lead strategic direction, innovation and influence in work practice

SKILLS AND COMPETENCIES

Technical Skills & Competencies ("TSCs")	MSW in Frailty Care	Senior MSW in Frailty Care	Principal and Master MSW in Frailty Care
1. Advocacy and Representation	-	Level 5	Level 6
2. Case and Care Planning	Level 4	Level 5	Level 6
3. Casework Evaluation	Level 4	Level 5	Level 6
4. Casework Intervention	Level 4	Level 5	Level 6
5. Client Advocacy	Level 4	Level 5	Level 6
6. Collaborative Practices Across Disciplines and Sectors	Level 4	Level 5	Level 6
7. Conflict Management	-	Level 5	Level 6
8. Curriculum Designs	-	Level 4	Level 5
9. Diversity Awareness and Management	-	Level 5	Level 6
10. Effective Client Communication	Level 4	-	-
11. Group Work Assessment and Planning	Level 4	-	-
12. Health Education Programme Development and Implementation	Level 4	Level 5	Level 6
13. Health Promotion	Level 3	-	-
14. Individual and Cultural Diversity	Level 4	-	-
15. Learner Assessments	-	Level 4	Level 5
16. Learning Needs Analysis	-	Level 4	Level 5
17. Management of Stakeholders	Level 4	Level 5	Level 6
18. Professional Consultation	Level 4	Level 5	Level 6
19. Professional, Legal and Ethical Healthcare Practice	-	-	Level 5

SKILLS AND COMPETENCIES

Technical Skills & Competencies ("TSCs") Continued	MSW in Frailty Care	Senior MSW in Frailty Care	Principal and Master MSW in Frailty Care
20. Programme Design	-	Level 4	Level 5
21. Programme Evaluation	-	Level 4	Level 5
22. Reflexive Practice	Level 4	Level 5	Level 6
23. Strategy Development	-	-	Level 6
24. Strategy Implementation	Level 3	-	-

Critical Core Skills ("CCSs")	MSW in Frailty Care	Senior MSW in Frailty Care	Principal and Master MSW in Frailty Care
Refer to Skills Future Singapore's (SSG) website for more information on Critical Core Skills ("CCS") and their reference documents.	Communication (Basic)	Collaboration (Intermediate)	Collaboration (Advanced)
	Transdisciplinary Thinking (Basic)	Transdisciplinary Thinking (Intermediate)	Transdisciplinary Thinking (Advanced)
	Customer Orientation (Basic)	Developing People (Intermediate)	Developing People (Advanced)
	Problem Solving (Basic)	Influence (Intermediate)	Influence (Advanced)
	Adaptability (Basic)	Adaptability (Intermediate)	Global Perspective (Intermediate)

TECHNICAL SKILLS AND COMPETENCIES ("TSCS") REFERENCE DOCUMENTS

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: **Advocacy**		TSC: **Advocacy and Representation**	
TSC Description	Advance the interests of the marginalised and/or vulnerable within the community regardless of mode of delivery		
TSC Proficiency Level	Level 5		Level 6
TSC Proficiency Description	Facilitate the maintenance of rights and needs of clients within the broader rights and needs of the general community		Influence and contribute to policy development in the context of changing social and economic environments
Knowledge	• Social, economic, industrial policies and related theories • Community consultation and decision making processes • Knowledge of particular groups and issues • Power structures and relationships in the community • Networks and resources that can assist with advocacy • Advocacy strategies and existing communication channels • Different platforms to promote issues and campaigns • Current and emerging demographic and social trends		• Holistic collaboration and advocacy platforms • Relevance of organisation's services in meeting varied needs of individuals, families and group • Evidence-based advocacy methodologies

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

CONT'D

TSC Category: **Advocacy**		TSC: **Advocacy and Representation**
TSC Proficiency Level	Level 5	Level 6
Abilities	• Conduct research of the scope of advocacy required • Conduct interviews and meetings with individuals and groups to determine the need for advocacy and representation • Identify and deliver training and skill development required to support delivery of advocacy • Initiate pilots to gather evidence for the purpose of advocating for policy change • Adopt appropriate strategies to negotiate and influence changes in social service practice • Plan and create opportunities where interests can be represented and where key decision makers can participate • Plan and participate in public meetings and events that can be used to promote advocacy issues • Provide content for press releases and other materials for advocacy purposes • Develop advocacy frameworks for different groups of people	• Identify and analyse gaps in policies in context of changing social trends • Recommend evidence-based solutions to policy-makers to close gaps in policies • Reach out to key decision makers and others with influence to influence policy-making through feedback and advocacy • Develop close working relationships and form networks with stakeholders who can assist in advocacy

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: **Casework**		TSC: **Case and Care Planning**	
TSC Description	Use different models and approaches for developing case and care plans to support clients' needs in accordance to organisational practices		
TSC Proficiency Level	Level 4	Level 5	Level 6
TSC Proficiency Description	Lead development of case and care plans	Oversee case and care planning for the organisation	Drive best practices in case and care planning
Knowledge	• Specialised theories and techniques in areas of practice • Tools and approaches for achieving casework outcomes • Needs and risk assessments, and management strategies for cases • Roles and responsibilities of case management team	• Risk assessment theories and frameworks • Current best practices in case planning • Team leadership principles and processes • Resource management • Multi-disciplinary collaboration	• Practice standard for social service • New developments, current trends and emerging needs in casework
Abilities	• Apply risk assessment frameworks to suit unique requirements of cases • Identify team's roles and responsibilities in case management processes • Provide consultation for ethical dilemmas • Adapt tools and approaches for therapeutic outcomes • Develop professional and engaged relationships with key stakeholders • Engage stakeholders to overcome fundamental barriers	• Adapt risk assessment frameworks to suit unique requirements of cases • Integrate domain knowledge in case planning • Drive clinical direction and development of the organisation • Drive efforts to improve case planning practices • Allocate resources within the organisation to maximise casework outcomes • Work with multi-disciplinary teams	• Oversee delivery of case and care plans to ensure high standard of practice • Identify emerging trends that require domain attention • Provide multi-disciplinary perspectives to guide development of holistic case planning practices

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TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Casework		TSC: Casework Evaluation	
TSC Description	Evaluate effectiveness and efficiency of casework interventions		
TSC Proficiency Level	Level 4	Level 5	Level 6
TSC Proficiency Description	Adapt evaluation frameworks to evaluate casework outcomes, processes and levels of risk	Drive efforts for effectiveness of casework evaluation processes	Strategise approaches to track outcomes of casework interventions
Knowledge	• Social work evaluation theories and frameworks • Professional partnership evaluation • Casework supervision	• Best practices relating to casework processes	• Details of casework processes in the sector • Casework evaluation guidelines and practices • Current performance measures at the national level relating to casework interventions
Abilities	• Adapt evaluation frameworks to suit unique requirements of cases • Review progress of clients against case plans • Evaluate the effectiveness of professional partnerships relating to casework interventions • Supervise casework evaluation	• Evaluate effectiveness of case plans for specific areas of practice • Develop evaluation frameworks to suit unique requirements of cases	• Establish specific strategies to identify casework intervention performance • Develop case evaluation tools and approaches

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Casework	TSC: Casework Intervention		
TSC Description	Provide systematic approaches to casework interventions		
TSC Proficiency Level	Level 4	Level 5	Level 6
TSC Proficiency Description	Facilitate appropriate casework intervention approaches	Drive innovative efforts in intervention strategies for the organisation or sub-sector level	Drive best practices in casework interventions at the national level
Knowledge	• Specialised theories and techniques of casework intervention • Casework supervision • Networks of social services and programmes • Techniques for assessing effectiveness of counselling • Specialised counselling techniques	• Emerging practice approaches in casework intervention • Multiple domains in relation to casework • Stakeholder management and partnership • Organisational quality relating to casework documentation	• Practice standards for casework interventions • New developments, current trends and emerging needs in casework interventions
Abilities	• Adapt casework intervention techniques for cases • Supervise implementation of casework interventions • Lead case conferences • Equip team with skills and resources to respond to crisis • Endorse social reports and other documents for high-risk cases	• Lead the use of new and emerging approaches in casework interventions • Formulate relationships with external organisations to support intervention strategies • Lead delivery of interventions in multiple domain knowledge • Lead high-risk case conferences in domain areas	• Analyse emerging trends in casework practice for holistic intervention • Establish documentation and platforms for knowledge dissemination of best practices • Foster partnerships with stakeholders to support implementation of intervention plans across sector

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

CONT'D

TSC Category: Casework	TSC: Casework Intervention	
TSC Proficiency Level	Level 4	Level 5	Level 6
Abilities	• Mobilise community resources for intervention • Apply specialised counselling techniques in specific cases	• Evaluate and standardise the quality of social reports within the organisation • Review organisation's counselling frameworks and standards against outcome measures	• Oversee staff capabilities to respond to crisis situations • Review existing crisis management plans to identify ways to improve casework in the organisation

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category:	Stakeholder Engagement and Partnerships	TSC:	Client Advocacy	

TSC Description	Provide systematic approaches to casework interventions		
TSC Proficiency Level	Level 4	Level 5	Level 6
TSC Proficiency Description	Advocate empowerment of clients and caregivers for complex and/or escalated cases. Provide guidance to junior therapists where necessary	Develop systems of communication, policies and networks with relevant external stakeholders to provide client advocacy at an institutional and community level	Influence the sector to promote stronger rights for client population groups and services
Knowledge	• Therapist's role in client advocacy as part of a multi-disciplinary group • Scenarios that require client advocacy • Strategies and methods to empower clients with self-advocacy skills • Negotiation techniques	• Information and concerns for continuity of care and safety for clients, particularly those with complex conditions • Needs analysis methods and techniques for specific client groups • Programme design principles • National and sector policies, guidelines and directions affecting service planning and delivery • Interactions of social, political, economic and cultural factors	• Barriers to therapists engaging in client advocacy • Policy making processes using evidence-based research to back developed policies • Implications of policies on therapists' other responsibilities while providing direct patient care • Relevant organisations involved in advancing client advocacy • Different platforms to support client advocacy
Abilities	• Help clients identify the external barriers that may affect their intervention plans • Advise clients and caregivers of their eligibilities and rights to funding and clinical services respectively	• Educate relevant community stakeholders about concerns related to persistent problems • Advocate for implementation of community based resources that meet the needs of consumers	• Assess the impact of public policies on service planning and delivery • Influence and advocate at national- or cluster-wide level decision-making to consider the requirements of clients in relation to service planning and delivery

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TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

CONT'D

TSC Category:	Stakeholder Engagement and Partnerships	TSC: Client Advocacy	
TSC Proficiency Level	Level 4	Level 5	Level 6
Abilities	• Mentor junior staff on the right avenues and techniques for advocacy	• Assess the effects of therapist's interactions with the community • Develop advocacy frameworks for different groups of people • Identify staff who require formal training in client advocacy • Collaborate with principal educators to develop advocacy programmes and/or to plan for staff training in advocacy • Identify possible barriers to client advocacy • Develop strategies to overcome these barriers to client advocacy	• Communicate research findings and rationales for systemic changes • Establish and maintain alliances with relevant organisations for client advocacy • Identify existing opportunities where interests can be promoted and represented • Advocate funding for specific client groups based on existing healthcare policies

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category:	**Professional Practice**	TSC:	**Collaborative Practices Across Disciplines and Sectors**	
TSC Description	Understand services, contributions and perspectives from other organisations, settings, disciplines and professionals, and apply integrated approaches to deliver interventions to clients			
TSC Proficiency Level	Level 4	Level 5	Level 6	
TSC Proficiency Description	Supervise collaborative practices for the team to provide integrated approaches in interventions to clients	Oversee collaborative practices in the organisation to provide integrated approaches in interventions to clients	Drive collaborative practices in the sector to provide integrated approaches in interventions to clients	
Knowledge	• Procedures and tools for collaborative team research projects • Methods to contribute in high-risk case conferences in collaborative settings • Techniques to develop processes and procedures to facilitate collaboration • Goal setting techniques for collaborative teams • Techniques to drive the multidisciplinary teams to work cooperatively to achieve goals • Resource allocation for the multidisciplinary teams	• Techniques to review the roles and functions of teams • Collaborative practices evaluation criteria and methods • Overall functioning of the collaborative teams in the organisation • Channels to propose changes to guidelines at the organisational level to facilitate collaboration • Negotiation techniques	• Networking strategies for engaging key stakeholders • Techniques to drive development and implementation of collaborative programmes • Strategies for integrating community-wide programmes and best practices that involve different social service providers	

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

CONT'D

TSC Category: **Professional Practice**		TSC: **Collaborative Practices Across Disciplines and Sectors**	
TSC Proficiency Level	Level 4	Level 5	Level 6
Abilities	• Engage in collaborative team research projects • Facilitate or lead high-risk case conferences • Develop processes and procedures to operate as collaborative teams • Develop goals, objectives and expectations for collaborative teams • Collaborate with or lead collaborative team members to achieve common goals • Facilitate or lead collaborative teams in work practices • Allocate resources to facilitate team collaboration • Implement data collection procedures to obtain information relevant to the measuring of team effectiveness • Lead case conferences as part of multidisciplinary teams	• Identify opportunities for collaborative practices • Establish evaluation criteria to measure the effectiveness of teams • Evaluate the effectiveness of the collaborative teams, networks or systems and make recommendations to improve team effectiveness • Implement organisational frameworks to support collaborative practices • Review and propose changes to guidelines at the organisational level to facilitate collaborative practices	• Build and leverage on networks with other professionals outside the community • Plan integrated care and case plans for clients with multi-faceted issues that require interventions delivered across settings • Foster partnerships with social service sector stakeholders to support the successful execution and integration of intervention plans across the sector and settings • Oversee the development of sector-wide and collaborative programmes and best practices • Develop cross-settings and cross-agencies programmes for implementation by various social service providers • Integrate community-wide programmes and best practices that involve different social service providers

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: **Stakeholder Engagement and Partnerships**	TSC: **Conflict Management**	
TSC Description	Build consensus, maintain the best interests of the organisation and utilise knowledge of conflict management techniques to diffuse tensions and achieve resolutions effectively	
TSC Proficiency Level	Level 5	Level 6
TSC Proficiency Description	Devise multiple strategies of conflict management, coordinate all parties to resolve the conflicts and assess conflict situations in arriving at compromised solutions	Synergise divergent internal and external interests, encourage all parties to resolve conflicts collaboratively and act in the interest of the organisation as the highest priority
Knowledge	• Signs, stages and causes of conflicts • Conflict resolution techniques • Legal and ethical considerations relating to conflict management • Organisational policies and procedures which provide clarification or assistance in relation to the management of conflicts • Facilitation, communication and negotiation methods for managing conflicts • Manager roles and accountabilities for managing conflicts	• Signs, stages and causes of conflicts • Conflict resolution techniques • Legal and ethical considerations relating to conflict management • Organisational policies and procedures which provide clarifications or assistance in relation to the management of conflicts • Facilitation, communication and negotiation methods `for managing conflicts • Manager roles and accountabilities for managing conflicts

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TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

CONT'D

TSC Category: **Stakeholder Engagement and Partnerships**		TSC: **Conflict Management**
TSC Proficiency Level	Level 5	Level 6
Abilities	• Identify and assess potential conflict situations in accordance with organisational policies and procedures • Select and evaluate conflict resolution approaches in accordance with organisational policies and procedures • Implement conflict resolution approaches to reach mutually agreed outcomes • Evaluate outcomes to determine learning points for future conflict situations • Evaluate potential trade-offs to minimise conflicts across teams	• Evaluate potential conflict situations in accordance with organisational policies and procedures • Guide conflict resolution approaches in accordance with organisational policies and procedures to manage conflicts and reach mutually agreed outcomes • Lead teams in decision-making that lead outcomes which are aligned to business objectives and act in the interest of the organisation

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: **Education for Healthcare Professions**		TSC: **Curriculum Design**
TSC Description	Plan and design curricula that fulfil desired outcomes to build workforce capability	
TSC Proficiency Level	Level 4	Level 5
TSC Proficiency Description	Design curricula to meet training needs at individual, department and organisational levels	Review and approve curricula
Knowledge	• Curriculum design and development for classroom and on-the-job training • Purposes and outcomes of curricula • Specific specialty practices • Task analysis and competency blueprints • Approaches to cognitive and skills assessment and evaluation • Certification of competencies • Learning theories • On-the-job training approaches • Equipment and training resources • Organisational training and development policies, procedures and guidelines • Singapore Nursing Board Standards for Nursing Education, Core Competencies and Generic Skills • Assessment and evaluation of learning	• Organisational directions in nursing workforce capability upgrading • New services or competencies • Cluster and nation-wide policies and guidelines on training • Resources for new competencies

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

CONT'D

TSC Category: Education for Healthcare Professions		TSC: Curriculum Design
TSC Proficiency Level	Level 4	Level 5
Abilities	• Develop curricula for classroom and on-the-job training to meet demands of new services and workforce upgrading • Collaborate with subject matter experts to build curricula for specific services and clinical outcomes • Apply pedagogies appropriate to classroom and on-the-job training (OJT) to achieve the required clinical competencies • Conduct task analysis and design competency blueprints for OJT • Develop assessment criteria and methodologies to certify competencies or programme completion • Apply evidence-based or best practices to achieve return on investments in workforce capability maintenance and/or upgrading • Evaluate training outcomes for subsequent curriculum reviews and improvements	• Transform healthcare practice through evidence-based education and curriculum development • Guide curriculum development, assessment methodologies and training frameworks to achieve organisational objectives • Endorse curricula for training and development • Direct integration of innovative approaches to curriculum frameworks • Seek resources for new curricula • Synergise educational resources with internal or external stakeholders to facilitate positive learning outcomes • Form strategic collaborations with local or international educational bodies or institutions for formal education curricula and courses

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: **Professional Practice**		TSC: **Diversity Awareness and Management**
TSC Description	Apply awareness and sensitivity in working professionally with diverse individuals, groups and communities	
TSC Proficiency Level	Level 5	Level 6
TSC Proficiency Description	Drive an organisational culture that promotes diversity and inclusion in all aspects of professional practice	Advocate for changes to policies, professional practice and services at the national level that promotes diversity and inclusion
Knowledge	• Historical, political, and sociocultural contexts of clients, peers and relevant social service stakeholders • Methods to adapt approaches to suit diverse needs in professional activities • Limitations of clinical models and techniques derived from other international practices	• Trends and leading practices in promoting diversity and inclusion at the national level • Strategies and methods to promote diversity and inclusion at the national level
Abilities	• Integrate different or complex belief systems when working with clients and relevant stakeholders • Adapt methods, measures and procedures relevant to professional practice to suit sociocultural contexts • Drive collaboration efforts with internal or external stakeholders to achieve diversity and inclusiveness • Determine gaps and improvements in policies and practices in collaboration with relevant stakeholders to promote diversity, inclusion and equity • Develop and review programmes, services and organisational practices to ensure compliance to diversity, inclusion and equity requirements	• Advocate at professional, and national agencies or associations to promote diversity and inclusion • Propose improvements to enhance diversity and inclusion in programmes and services • Drive national initiatives to influence attitudes with respect to diversity and inclusion

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: **Patient Care**	TSC: **Effective Client Communication**
TSC Description	Demonstrate effective communicative skills when communicating with clients and caregivers
TSC Proficiency Level	Level 4
TSC Proficiency Description	Communicate assessment results, intervention plans, outcomes, service recovery plan to clients and caregivers for routine and complex cases independently. Provide guidance to junior therapists where necessary
Knowledge	• Negotiation techniques • Conflict management techniques • Types of service recovery
Abilities	• Guide clients and caregivers to manage expectations and concerns • Summarise and interpret client assessments for complex cases • Adapt verbal and non-verbal communication accordingly in challenging situations or situations that involve multiple and/or competing interests

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: General Management	TSC: Group Work Assessment and Planning
TSC Description	Perform client assessments, develop and plan group work processes and specialised intervention strategies to achieve effective outcomes
TSC Proficiency Level	Level 4
TSC Proficiency Description	Lead client assessments and adapt group work processes and specialised intervention strategies
Knowledge	• Complex client needs • Types of group work for clients with complex needs
Abilities	• Plan group work for client groups with complex needs • Adapt group work approaches for different groups and settings • Review group work outcomes • Supervise social service sector professionals in applying group dynamics and processes in planning

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient and/or Client Education and Health Promotion		TSC: Health Education Programme Development and Implementation	
TSC Description	Plan, conduct and evaluate health education programmes to promote health and prevent illnesses		
TSC Proficiency Level	Level 4	Level 5	Level 6
TSC Proficiency Description	Develop educational initiatives to promote health to patients in the community and school health settings	Initiate health promotion activities, and drive the adoption of health promotion	Synergise cross-disciplinary goals and outcomes to define population health these outcomes at a national level to achieve the goal of a healthy society
Knowledge	• Epidemiology of injury and disease, risk factors, and factors influencing safety and injury prevention • Determinants of health • Principles of programme design and delivery • Trends in health promotion activities • Concepts and principles of health teaching	• Key areas for health promotion according to commonly occurring health issues identified by various professions • Barriers to the incorporations of promotional activities into nursing service including resistance to treatments and low self-efficacy in patients • Intervention models to engage patients • Programme management	• Government policies on health promotion • Population level outcomes • Population level interventions on health promotion and empowerment

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

CONT'D

TSC Category: Patient and/or Client Education and Health Promotion		TSC: Health Education Programme Development and Implementation	
TSC Proficiency Level	Level 4	Level 5	Level 6
Abilities	• Apply principles of health promotion with consideration of social determinants • Identify stages of change • Perform assessments for health risks • Incorporate healthy habits and routines into daily activities for patients of all ages and abilities • Provide solutions to psychological, social and environmental barriers that limit patients from engaging in healthy activities • Promote work-life balance and healthy lifestyles • Implement programmes on early identification of diseases	• Oversee training of staff involved in the delivery of talks or workshops for health promotion • Identify barriers to the incorporation of health promotional activities into nursing care • Design intervention models to engage patients on health promotion • Train staff in health promotion • Design control strategies to prevent prevalent health issues in communities • Implement policies and programmes that enhances the physical and social environments • Evaluate outcomes of health promotion activities	• Partner with government agencies, unions, professional associations, social service organisations and non-profit organisations aimed at preventive, treatment and rehabilitative promotion to develop new and targeted programmes for population groups • Advocate the empowerment of community members to ensure that basic resources for healthcare are accessible for all • Determine outcome measures of population changes with the introduction of new health promotional activities

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient and/or Client Education and Health Promotion	TSC: Health Promotion
TSC Description	Raise awareness to maintain and optimise health and well-being of patients
TSC Proficiency Level	Level 3
TSC Proficiency Description	Implement health promotion activities to clients and general public
Knowledge	• Behaviour patterns that lead to poor health, diseases, disabilities and early death • Habits and routines that promote the adoption and maintenance of healthy behaviours • Models of health promotion within the practice • Educational initiatives that contribute to health promotion • Transtheoretical Model (Stages of Change) • International Classification of Functioning, Disability and Health
Abilities	• Perform assessments for health risks • Promote health and wellness • Plan health promotion activities with guidance • Demonstrate strategies to incorporate healthy habits and routines into daily activities • Generate solutions to personal and environmental barriers that limit clients from engaging in healthy activities • Identify and communicate risks that may lead to ill health • Participate in conducting health promotion activities, including public events • Identify the stages of change that clients may be at in terms of making changes to improve health • Evaluate effectiveness of health promotion activities

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Ethics and Professionalism	TSC: Individual and Cultural Diversity
TSC Description	Demonstrate awareness and sensitivity in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics
TSC Proficiency Level	Level 4
TSC Proficiency Description	Recognise, respect and respond to diversity needs and promote diversity, inclusion and equity in order to achieve the best possible outcomes for all clients and stakeholders
Knowledge	• Sociocultural contexts of clients, peers and relevant healthcare stakeholders • Relevant diversity and inclusion theories and frameworks • Organisational diversity practices, philosophical underpinnings and applications in professional practice • Principles and methods used to promote diversity, inclusion and equity • Awareness of individual cultural identity and values, in relation to professional practice • Concepts and implications of stigma, discrimination and social exclusion as applied to diverse client groups
Abilities	• Monitor and apply knowledge of self and others in care settings • Recognise cultural factors that influence professional practice and the response to treatment • Identify and address concerns regarding diversity, inclusion and equity • Implement programmes and services that promote diversity, inclusion and equity in all aspects of professional practice • Employ culturally appropriate skills and techniques in professional practice

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Education for Healthcare Professions		TSC: Learner Assessments
TSC Description	Evaluate learners' knowledge to develop self-regulated learners	
TSC Proficiency Level	Level 4	Level 5
TSC Proficiency Description	Guide students and nurses in assessment of skills to meet learning outcomes	Develop learners' assessment frameworks and integrate improvements in assessment processes
Knowledge	• Types of evidence to demonstrate competency • Principles for assessing the practice of nurses including confidentiality and fairness • Documentation procedures on learners' assessments • Types of assessment tools • Types of assessment tasks • Strategies for self-assessment and peer assessment in teaching or learning activities	• Criteria for approved assessors • Competencies and indicators assessment criteria for scope of practice • Triangulation of evidence from different sources for effective assessments • Formative and summative assessment methodologies • Relationships between assessment modalities and domains of learning outcomes or goals in the areas of cognitive, affective and psychomotor domains • Assessment design decision framework • Licensing, accreditation and certification policies and requirements • Methods to guide assessors on performing assessment and feedback

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

CONT'D

TSC Category: Education for Healthcare Professions		TSC: Learner Assessments
TSC Proficiency Level	Level 4	Level 5
Abilities	• Gather evidence to demonstrate competence • Identify appropriate assessment tools • Assess learners' acquisition of required competencies and capabilities for graduation and provision of safe nursing practice • Use assessment data to enhance teaching or learning processes • Maintain accurate records of learners' progress and achievements for continuous quality improvement and external validation	• Prepare assessment plans • Conduct pre-assessment discussions with learners to clarify expectations • Gather evidence to support competence assessed • Discuss assessment details with relevant stakeholders • Discuss areas for development or overall career direction with learners • Develop learners' abilities to engage in critical and constructive self-assessments and peers' feedback • Monitor learners' performance and desired outcomes of learning • Develop assessor guides on performing assessments and feedback • Guide development of assessment tools and methods to ascertain learners' competencies in cognitive, affective and psychomotor domains

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Education for Healthcare Professions	TSC: Learning Needs Analysis	
TSC Description	Identify the learning needs of the learners' workplace, department or division in accordance to the Learning Needs Analysis Framework	
TSC Proficiency Level	Level 4	Level 5
TSC Proficiency Description	Interpret and apply learning needs analysis framework to identify the learning needs of the learners' workplace, department or division	Lead the development and implementation of the learning needs analysis framework across the workplace or division
Knowledge	• Purpose of learning needs analysis in continuous learning and development • Stakeholders involved in the learning needs analysis • Learning needs analysis framework • Learning and development guidelines and frameworks in the workplace, department or division	• Organisational strategic direction toward workforce capability development • Organisational guidelines and policies on training and development • Lifelong learning principles, practices and frameworks • Processes in identifying learning needs to meet organisation's strategic goals • Training and learning needs driven by organisational direction and strategies • Service gap analysis framework • Different methods used in learning needs analyses • National and international best practice standards in learning and development for staff

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

CONT'D

TSC Category: Education for Healthcare Professions		TSC: Learning Needs Analysis
TSC Proficiency Level	Level 4	Level 5
Abilities	• Analyse training and learning needs of learners • Identify possible barriers to training and learning of learners, including general attitude, motivation to learn and availability of resources • Provide feedback on the learning needs analysis framework • Educate users on the use of the learning needs analysis framework • Align required competencies of staff to available training programmes • Determine the suitability of training identified to achieve intended outcomes • Identify learners' attitudes toward training and development	• Collaborate with human resource department on the learning needs analysis to inform training plans at organisational level • Review the Learning Needs Analysis framework with key stakeholders • Educate educators on the use of the learning needs analysis framework • Develop competency models with reference to the identified organisational, individual and task analysis data • Guide the decision making process with reference to the outcomes of the learning needs analysis on the required training and development of the learners • Perform service gap analysis to determine training needs of staff • Develop the learning needs analysis framework against best practice standards, organisational and departmental needs and constraints • Apply latest learning strategies, techniques and technologies to improve the organisation's learning strategy and framework • Align required competencies of staff to available training programmes • Determine the suitability of training identified to achieve intended outcomes • Develop supervisory frameworks to enable supervisors to identify learning needs of direct reports independently • Identify and secure resources required for training

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category:	**Stakeholder Engagement and Partnerships**	TSC:	**Management of Stakeholders**	

TSC Description	Plan and implement strategies to build and manage constructive and positive relationships with stakeholders		
TSC Proficiency Level	Level 4	Level 5	Level 6
TSC Proficiency Description	Develop plans to build positive and trustworthy relationships with stakeholders to attain joint objectives	Cultivate strong partnerships with stakeholders through optimal working relationships to achieve organisational goals	Formulate new strategic partnerships and lead negotiations to achieve key organisational goals by balancing needs of all stakeholders
Knowledge	• Communication management for different target audiences • Conflict resolution techniques • Community resources between hospitals, community facilities, regulatory bodies and other relevant organisations • Concept of emotional intelligence	• Change Management • Inter-cultural factors in change management • Influencing and negotiation skills • Cost-benefit analysis • Customer relationship and public relations management strategies • Stakeholder impact analysis techniques • National and sector agendas • National health plans • Regional and global agendas and health plans	• Change management at cluster, sector and institutional level

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

CONT'D

TSC Category: Stakeholder Engagement and Partnerships		TSC: Management of Stakeholders	
TSC Proficiency Level	Level 4	Level 5	Level 6
Abilities	• Facilitate networking opportunities to build relationships with stakeholders • Conduct stakeholder impact analyses to assess the impact of new policies, programmes and processes on different stakeholders • Employ engagement techniques to manage stakeholders impacted by new policies, programmes and/or processes and fulfil alignment with mutual objectives • Develop ideas to facilitate stakeholder buy-in of new policies, programmes and/or processes	• Form strategic partnerships and relationships with stakeholders through engagements • Formulate optimal working relationships and communication plans to secure stakeholder support for key organisational goals • Analyse new policies, programmes and/or procedures to determine stakeholder impact • Manage public relations	• Initiate new stakeholder connections to achieve organisational strategic goals • Build relationships with stakeholders which engender mutual trust • Engage relevant stakeholders when making decisions to preserve a balance of organisational and political interests • Form cross-functional relationships with both internal and external stakeholders

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category:	**Stakeholder Engagement and Partnerships**	TSC:	**Professional Consultation**

TSC Description	Provide guidance or professional assistance in response to requests from the clients, other professionals, external organisations and the general public		
TSC Proficiency Level	Level 4	Level 5	Level 6
TSC Proficiency Description	Provide professional expertise in engagements within the organisation and other external social service organisations and professionals in a transdisciplinary setting	Provide specialised professional expertise to influence government ministries, agencies, and other healthcare sector organisations	Drive professional perspectives and agendas in engagements with government ministries, agencies, and at national and international forums
Knowledge	• In-depth professional knowledge and evidence-based practices when providing consultation • Consultation methods in a range of settings • Methods for establishing effective working relationships with other professionals • Transdisciplinary approaches in provision of social services	• Application of specialised professional knowledge when providing consultations • Roles played by government, trade unions and employers in developing a harmonious work environment • Current trends in the provision of healthcare services • Legislation relevant to professional practices • Professional role in relation to national or international stakeholders including government ministries, agencies and professional societies • Healthcare systems, including organisation collaborations	• Social, cultural and political contexts of professional practices in operating landscape • Strategies to influence professional perspectives • Awareness of unique and competing interests of different stakeholders within healthcare sector • Awareness of the legislative and national planning contexts for service delivery • Quality assurance principles and processes within professional practices

CONT'D

TSC Category: **Stakeholder Engagement and Partnerships**		TSC: **Professional Consultation**	
TSC Proficiency Level	Level 4	Level 5	Level 6
Abilities	• Influence stakeholders within the organisation and social service organisations • Negotiate and clarify parameters of one's professional involvement in providing social services • Apply transdisciplinary approaches when providing professional inputs • Evaluate and synthesise information from transdisciplinary perspectives • Discuss intent of the interventions and any significant differences in transdisciplinary implications • Demonstrate effective and appropriate skills in communicating information, advice, instruction or professional opinions clearly to peers and other social service professionals, clients, families and caregivers • Explain theoretical models that guide intervention in a transdisciplinary approach • Promote professional perspectives in transdisciplinary team settings	• Influence stakeholders within the organisation and healthcare sector organisations • Evaluate sensitive or possibly contentious information for multidisciplinary team discussions, case conferences and policy development • Develop strategies for promoting maintenance, development and changes in systems in providing professional expertise • Develop effective working relationships with a broad range of stakeholders • Collaborate with others in planning and decision- making at the individual and group level	• Influence stakeholders from government ministries, agencies and other healthcare sector organisations with professional perspectives for policy development • Integrate professional practices in providing multidisciplinary healthcare services • Advise on policy implications related to professional practices • Evaluate and manage significant barriers to acceptance of professional expertise by healthcare sector stakeholders critically • Collaborate with others in planning and decision-making at the systems level • Influence psychological mindedness of teams and organisations • Contribute to and foster collaborative working practices of multidisciplinary teams

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category:	Ethics and Professionalism	TSC:	Professional, legal and ethical healthcare practice

TSC Description	Apply legal and ethical principles and professional code of conduct to uphold the integrity and reputation of the organisation and the profession
TSC Proficiency Level	Level 5
TSC Proficiency Description	Implement systems and processes to ensure departmental activities adhere to professional, legal and ethical requirements.
Knowledge	• Legislative and regulatory requirements relevant to the organisation • Implications of ethics in practice • Organisational policies and procedures for reviewing and reporting on governance and compliance • Underlying principles governing legislation and ethical decision-making • Hierarchy of guiding principles in resolution of , ethical dilemmas • Appraisal and management of personal and professional boundaries in ethical decision-making
Abilities	• Establish procedures to identify and address ethical problems • Develop and implement procedures to maintain confidentiality of documentations and patient or client records • Review professional and ethical conduct and practices of healthcare professionals • Evaluate compliance requirements • Disseminate changes and updates in ethical-legal requirements, professional code of conduct and standards of practice • Maintain an environment conducive to providing ethical care • Facilitate resolution of ethical conflicts for complex care situation

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category:	Education for Healthcare Professions	TSC: Programme Design
TSC Description	Plan, design and develop learning experiences that fulfill required skills and competency outcomes	
TSC Proficiency Level	Level 4	Level 5
TSC Proficiency Description	Develop training programmes, analyse the range of factors which influence learning, adopt best practice principles in programme design and vet programmes and materials	Develop mentoring frameworks and training road maps across clinical specialties in the department or profession and training programmes for advance skills
Knowledge	• Elements of conducive learning environments • Best practices in training programme design and development • Clinical education frameworks and requirements • Key concepts and theories of adult learning • Learning styles and preferences and how they impact learning • Design and delivery techniques used to identify individual adult learner's needs • Training strategies to accommodate culturally diverse learners • Ethical decision-making practices in training • Learning theories and corresponding design elements to enhance learning • Practical considerations in the use of various types of training resources	• Mentoring principles, best practices, guidelines and success factors • Process of defining the parameters of training programmes based on competency standards • Types of information required to design, develop and contextualise training programmes • Methods of collecting information • Factors influencing training programmes • Process of designing training programmes • Styles, formats and language used for development of training materials • Procedures for obtaining approval from stakeholders • Career development opportunities for staff, through training and sponsorship

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

CONT'D

TSC Category: Education for Healthcare Professions	TSC: Programme Design	
TSC Proficiency Level	Level 4	Level 5
Abilities	• Identify suitable in-house or external training programmes to bridge knowledge and skills gaps as identified in the learning needs analysis • Apply best practices in the design and development of in-house training programmes • Develop or adopt clinical education frameworks for learners • Apply concepts and theories of adult learning • Identify appropriate learning strategies for specific learning styles • Manage and identify common ethical issues in training practice • Apply transfer of training theories into design, featuring opportunities for practice and application • Ensure training resources, facilities and environments are appropriate and safe for training delivery based on the relevant logistic checklists • Organise training activities for learners according to their skill and competency levels and the programme requirements • Organise training schedules for learners for in-house training	• Identify the learning outcomes of training programmes based on a given set of competency standards and other relevant documents • Identify the skills, knowledge and attributes to be acquired in training programmes • Identify instructional and assessment methods to be applied to training programmes • Document appropriate assessment methods and assessment tools to be used • Gather information required for design, development and contextualisation of training programmes from relevant stakeholders • Design training programmes based on relevant adult learning principles and ethical and legal requirements used • Review the outline and content of training programmes with stakeholders • Develop training materials in accordance with agreed design • Develop mentoring frameworks for departments according to department guidelines and policies, best practices and objectives of mentorship programmes • Formulate policies for the provision and sponsorship of training, including sponsorship for training, to improve and upgrade staff expertise in their respective specialisations

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category:	Education for Healthcare Professions	TSC: Programme Evaluation
TSC Description	Evaluate the effectiveness and efficiency of programmes, and contribute to continuous programme improvement	
TSC Proficiency Level	Level 4	Level 5
TSC Proficiency Description	Conduct evaluation of programmes through data collection, analysis and interpretation to establish programme effectiveness, and provide recommendations to contribute to programme improvement	Lead the development and implementation of programme evaluation initiatives and procedures, and evaluate the effectiveness of training programmes
Knowledge	• Current evaluation theories and framework • Programme-specific content • Data analysis methods • Evaluation tools • Confidential data protection methods • Programme goals and objectives • Outcome-driven assessment tools • Methods to evaluate learners' reactions and extent of learning • Analysis and interpretation of assessment results and feedback of learners • Potential areas for refinement of training programmes • Cultural norms and department practices • Stakeholders who are affected by the results of reviews	• Guiding principles of programme evaluation • Evaluation design • Development of evaluation plans • Validation process to review and evaluate on-the-job training materials • Processes for training programme pilot run • Procedures for the reviewing and updating of training programmes • Impact of evaluation results on stakeholders • Latest programme evaluation strategies, methodologies and technologies • Methods to monitor post-training impacts

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

CONT'D

TSC Category: Education for Healthcare Professions		TSC: Programme Evaluation
TSC Proficiency Level	Level 4	Level 5
Abilities	• Engage and communicate with relevant stakeholders • Identify existing data sources for potential use in programme evaluations • Conduct post-course evaluations using appropriate means to gather feedback • Review training programmes to determine if learners' needs and organisational objectives are met • Review feedback to identify potential areas for improvement • Review effectiveness of trainers in delivering content • Prepare post-course evaluation reports • Perform post-training evaluation of staff to determine if transfer of learning has taken place • Propose recommendations based on evaluation findings • Apply current theories, principles and frameworks in evaluating programmes • Apply standards to ensure quality of the education experience	• Develop the department's programme evaluation frameworks in alignment with best practice programme evaluation standards • Endorse the department's programme evaluation frameworks • Apply latest programme evaluation strategies, methodologies and technologies to improve the department's learning and development initiatives • Establish management plans for programme evaluations • Build professional relationships to enhance evaluation practice • Review, improve and update training programmes and mentoring frameworks • Review and evaluate on-the-job training materials • Implement standards to ensure quality of the education experience • Determine stakeholders' needs, interest and level of satisfaction

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category:	**Professional Practice**	TSC:	**Reflexive Practice**	

TSC Description	Conduct regular self-assessment of own competencies and interactions with others within different systems and take the necessary actions to continuously develop as a professional		

TSC Proficiency Level	Level 4	Level 5	Level 6
TSC Proficiency Description	Evaluate individual behaviours and adapt them to improve personal and professional effectiveness in professional practice	Evaluate effectiveness of personal learning and validate personal and professional reflections within and outside of the organisation to improve professional practice	Drive support systems and create an environment that promotes reflexive practice, professional development and learning within and outside of professional practice
Knowledge	• Principles underpinning personal and professional development and reflexive practice • Knowledge of systems for professional staff development • Inquiries into efficacy of interventions in professional practice • Methods to evaluate personal and professional effectiveness in professional practice • Processes for continual and critical analysis of client and practice knowledge to guide individual actions • Dilemmas and conflicts arising from professional practice • Dynamics of the therapeutic relationship	• Learning styles and theories • Strategies to encourage reflexive practice • Training and development strategies	• Policies and procedures to create a conducive environment for application of self-assessment skills • Approaches to learning that will allow transfer of knowledge to new and unfamiliar contexts • Factors to develop a learning organisation culture • Strategies for working in partnership with individuals and key stakeholders to enable development and enhancement of professional knowledge and practice

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

CONT'D

TSC Category:	**Professional Practice**	TSC:	**Reflexive Practice**

TSC Proficiency Level	Level 4	Level 5	Level 6
Abilities	• Assess actions and experiences of self, clients and other professionals and their therapeutic relationships, and the social context to provide other insights in professional practice • Adapt personal and professional behaviours based on objective and subjective assessment of client information • Practise effective self-assessment • Assess the strengths, weaknesses and professional development needs of self and other social service professionals • Evaluate the efficacy of personal and professional behaviours in professional activities and service provision and adapt accordingly • Facilitate adaptations to personal and professional behaviours by other social service professionals amidst client interactions, ethical dilemmas, conflicts and misalignments in personal values and beliefs • Establish, prioritise, implement, and evaluate development plans to meet development needs and professional effectiveness • Seek out peer feedback and/or supervision to improve personal and professional effectiveness	• Seek constructive feedback from peers, supervisors, experienced professionals within or outside of professional practice • Analyse needs for competent, effective and safe practice, and provide active support for professional staff development • Monitor, evaluate and reflect on professional practice • Review effectiveness of development opportunities and resources in meeting professional development needs • Discuss individual reflections and reflexion with peers, supervisors or mentors • Develop frameworks and action plans to prioritise aspects of professional practice for development	• Create a climate of accountability and commitment for self-improvement • Promote a safe environment for self-reflection and assessment • Drive improvements to support systems within or outside the organisation to support development of professional practice

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: **General Management**		TSC: **Strategy Development**	
TSC Description	Analyse and interpret the environment and develop department and organisation strategies and policies, in consultation with relevant stakeholders		
TSC Proficiency Level	Level 5		Level 6
TSC Proficiency Description	Drive strategies and policies within the department		Build actionable strategic plans and policies at cluster and national level
Knowledge	• Service delivery models • Sector analysis • Financial management • Service impact analysis		• Cross-sector and international trends analysis • Cluster strategies and national directions • Strategy evaluation criteria
Abilities	• Drive effective resource allocation • Drive the organisation's strategic plans within the department, taking into consideration various needs and trends • Review policies and standard operating procedures • Develop strategic plans for the department or across departments		• Advance organisational relevance to sector needs, taking into account financial viability • Synergise knowledge, plans and resources across institutions, clusters or professions • Transform the organisation' strategic plans to consider current or emerging needs and macro-trends of the sector • Review strategic plans for the department or across departments • Contribute to strategic planning at cluster or national level • Review impact and outcomes of strategic plans of the department or across departments

TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category:	General Management	TSC:	Strategy Implementation

TSC Description	Develop implementation plans to achieve organisation and department strategies and goals
TSC Proficiency Level	Level 3
TSC Proficiency Description	Translate the strategies for teams ensuring that the plans account for risk mitigation factors
Knowledge	• Operating environment analysis • Risk assessment • Situational analysis
Abilities	• Analyse external environmental factors • Analyse current operating environment and propose refinements to the team strategies • Identify risk impact on the critical team function

PROGRAMS LISTING

Training programs are under development

ACKNOWLEDGEMENT

ACKNOWLEDGEMENT

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