



Skills Framework for Social Service

A Guide to Occupations and Skills

An initiative of

SKILLSfuture

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About the Skills Framework

The Skills Framework is a SkillsFuture initiative developed for the Singapore workforce to promote skills mastery and lifelong learning. Jointly developed by SkillsFuture Singapore, Workforce Singapore, Ministry of Social and Family Development and National Council of Social Service, together with employers, industry associations, education and training providers and unions, the Skills Framework for Social Service provides useful information on:



With the Skills Framework, individuals are equipped to make informed decisions about career choices, as well as take responsibility for skills upgrading and career planning.



Assess Career Interests



Prepare for Desired Jobs



Find Avenues to Close Skills Gaps



Renew, Upgrade and Deepen Skills

- Understand career pathways
- Recognise personal attributes required

- Understand skills and competencies required

- Identify relevant training programmes to equip oneself with the required skills and competencies
- Participate in on-the-job training opportunities provided by companies

- Plan for career development/transition
- Recognise skills and competencies required for the intended job role
- Identify training programmes to upgrade and deepen skills

About the Social Service Sector

The social service sector comprises professionals and organisations bound by a common mission to drive positive change in the community, by providing services to the disadvantaged. Serving in voluntary welfare organisations, social enterprises, professional associations and other sector organisations, the professionals in this sector make up the Social Service Tribe who work hand-in-hand each day to empower lives.

social service tribe

Supported by NCSS

Working together, hand in hand, to empower those in our community that are at risk or vulnerable.
This is what matters to us.

Working every day with true purpose and meaning, no matter what challenges we face.
This is what motivates and drives us.

Working alongside like-minded people who share a common goal and set of values.
This is what unites and inspires us.

Driving positive change today, tomorrow and well beyond, through our actions, gestures and ideas – big or small.
This is our true strength and potential.

Together, we're more than a movement or a cause. We're professionals, proudly empowering Singapore's people and society to grow.
And this is our tribe.

The Social Service Tribe website details over 30 diverse roles, stories from social service professionals, education and career development pathways, as well as a job portal for the social service sector. For more info, visit socialservicetribe.sg

Stakeholders in the social service sector include:

Over 450 Voluntary Welfare Organisations (VWOs)	Over 300 Social Enterprises	Volunteers, Donors and Funders
Education and Training Providers	Professional Associations	Ministry of Social and Family Development (MSF)
National Council of Social Service (NCSS)	Singapore Centre for Social Enterprise (raiSE)	SG Enable

How many people work in the social service sector and what are the occupations available?

With the aging population and other demographic changes, the social service sector has grown in strength to cater to the needs in our society. From approximately 6,000 social service professionals in 2006 to more than 15,000 today, the social service workforce is projected to grow to about 19,000 by 2025¹.

There are a wide range of occupations beyond those listed in the 5 tracks in the Skills Framework for Social Service. The illustration below provides a snapshot of the career fields available in the sector.



1: This figure excludes staff in elderly facilities such as nursing homes funded by Ministry of Health (MOH). Manpower in the social service sector is estimated to grow further as our population ages and the need for family and disability services continue to grow. [Source: Ministry of Social and Family Development, 2015]

Who do our professionals work with?

Social Service Professionals support individuals in need across five service areas.



Children & Youth

Support children and youth through their challenges, to improve and develop their well-being, life skills and resilience.



Disabilities & Special Needs

Help individuals with disabilities to achieve their fullest potential, provide them with opportunities to participate and contribute to the community, and provide their families with the support they need.



Families

Journey with families in need by building on their strengths and empowering them to overcome challenges they may face at different life stages.



Mental Health

Enhance opportunities for individuals managing mental health challenges to integrate into society and achieve independence by advocating acceptance and inclusion.



Seniors

Provide support to seniors so that they may continue to be independent, contribute to society, and be able to live well in their golden years.

Desired Attributes of Social Service Professionals

Social Service Professionals typically work in Voluntary Welfare Organisations (VWOs) and with a wide range of partners and stakeholders. To do well in their roles, they need to have the following attributes:



Analytical

- Examine information to make evidence-informed decisions.



Client-Centric

- Demonstrate strong sense of commitment towards improving the lives of those whom they serve.



Collaborative

- Work well with others to achieve common goals and outcomes.



Compassionate

- Demonstrate empathy and care for others.




Resilient

- Exercise adaptability and show perseverance to overcome challenges.

Emerging Trends and Skills in Demand


Four key trends impacting the social service sector are summarised below, along with the skills that will grow in demand to meet emerging needs. The changing demographics in Singapore will give rise not only to greater complexity in social issues, but also to greater demand for social services. Social Service Professionals will need to adopt transdisciplinary and multidisciplinary approaches, and work across organisational boundaries to analyse and solve problems, and continue to deliver quality services and outcomes to their clients. With the availability of new technologies, new skills and competencies will be needed for the social service sector to remain relevant. These professionals will need to understand and address issues resulting from the influence that technology has on people's lives, and be able to leverage technological advancements to better empower clients and enhance services. Those seeking successful careers in the social service sector can set themselves apart by developing these attributes and acquiring these skills.

EMERGING TRENDS




More Integrated Service Delivery

As social issues become more complex and varied, social service professionals will need to collaborate and coordinate better across sectors, organisations and professions, to provide well-rounded care to their clients.




Technology Disruption

Advancements in technology to aid service delivery, and new and unique social issues that arise from increased technology consumption require professionals to change the way they work and to acquire new skills.



Shifting Demographics

Changes in family structures and an ageing population present new stresses and challenges which families and individuals will have to overcome.



Analysis for Deeper Insight

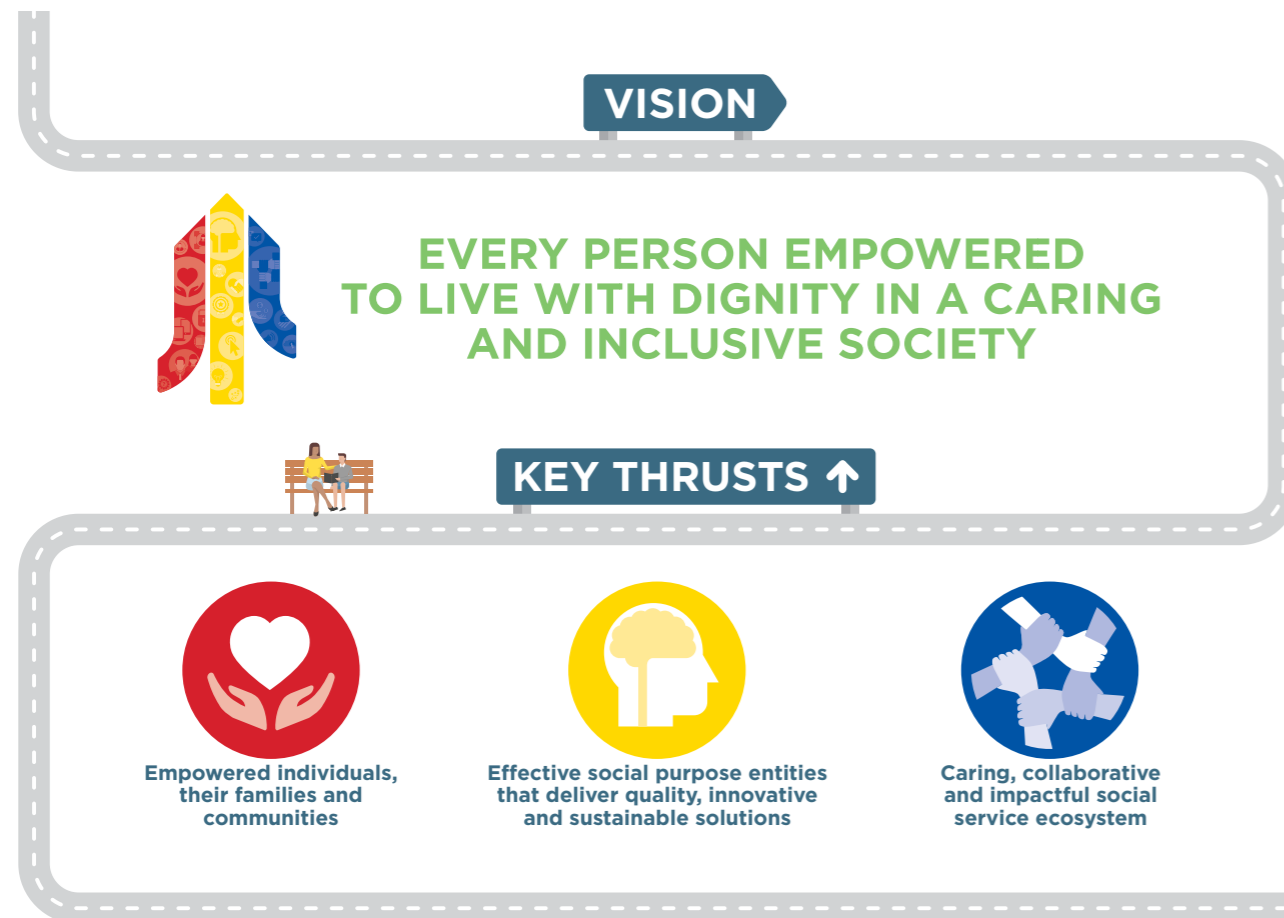
Increasing potential to use research and data to inform and improve service design and delivery.

Skills in Demand

- Change Management
- Collaborative Practices Across Disciplines and Sectors
- Social Service Programme Development, Implementation and Evaluation
- Practice Supervision
- Research Data Analysis
- Research Data Collection and Management
- Research Design
- Research into Professional Practice Translation
- Risk Management
- Trends Evaluation and Application

The Social Service Sector Strategic Thrusts

The Social Service Sector Strategic Thrusts (4ST) was developed by the National Council of Social Service in collaboration with VWOs in the social service sector. The 4ST seeks to identify challenges, opportunities, and build a shared vision and roadmap for the coming years. The 4ST is summarised in the illustration below:



Find out more about The Social Service Sector Strategic Thrusts: ncss.gov.sg/4st

Initiatives and Schemes

There is a wide range of initiatives and schemes available to help you begin or develop your career in the social service sector.



FOR INDIVIDUALS

Singapore-Industry Scholarship

The Singapore-Industry Scholarship aims to develop a strong core of local talent to anchor strategic sectors, and is offered to prospective undergraduates who are keen to join the social service sector for the study of corporate functions such as human resource, business and accountancy.

For more info: ncss.gov.sg/Social-Service-Careers/Scholarships-and-Awards/Singapore-Industry-Scholarship

SkillsFuture Credit

A credit of \$500 is provided for all Singapore Citizens aged 25 years and above to defray costs for a wide range of skills-related courses to encourage skills development and lifelong learning.

For more info: skillsfuture.sg/Credit

SkillsFuture Mid-Career Enhanced Subsidy

All Singaporeans aged 40 and above will receive up to 90% course fee subsidy for SkillsFuture Singapore-funded courses, including modular courses in publicly funded post-secondary education institutions and additional reductions in MOE-funded diploma and degree courses.

For more info: skillsfuture.sg/enhancedsubsidy

Internship Programme

Enjoy the opportunity to work alongside like-minded social service professionals, and experience the culture of working together to make lives better.

For more info: ncss.gov.sg/Social-Service-Careers/Sector-Internship-Programme

Education and Career Guidance

Education and Career Guidance (ECG) is about equipping students, as well as adults, with the necessary knowledge, skills and values to make informed education and career decisions. With the help of trained ECG Counsellors, students will be exposed to a wide range of education and career options, and given the opportunities to make informed post-secondary education choices.

For more info: skillsfuture.sg/Programmes-For-You/Initiatives/Education-and-Career-Guidance

SkillsFuture Qualification Award

This award recognises the efforts of Singapore Citizens in attaining WSQ full qualifications, which equip them with comprehensive and robust sets of skills to perform their jobs competently, pursue career progression and explore new job opportunities.

For more info: skillsfuture.sg/qualificationaward

Initiatives and Schemes by:

SkillsFuture Singapore

Workforce Singapore

National Council of Social Service



FOR INDIVIDUALS AND EMPLOYERS

SkillsFuture Earn and Learn Programme

SkillsFuture Earn and Learn is a work-learn programme designed to give graduates from the Institute of Technical Education and polytechnics a head-start in careers related to their discipline of study. Suitable candidates will be matched with a job related to their field of study and undergo structured on-the-job training and mentorship in participating companies, allowing them to gain industry experience and attain an industry-recognised certification concurrently.

For more info: skillsfuture.sg/earnandlearn

SkillsFuture Series

The SkillsFuture Series is a curated list of short, industry-relevant training programmes that focus on emerging skills.

For more info: skillsfuture.sg/series

MySkillsFuture

MySkillsFuture is a one-stop online portal that enables Singaporeans to chart their own career and lifelong learning pathways. Users can access various resources related to education and skills training, and to search for relevant training programmes.

For more info: myskillsfuture.sg

SkillsFuture for Digital Workplace

SkillsFuture for Digital Workplace is structured as a two-day training programme that will equip Singaporeans with basic digital skills required at the workplace and their daily lives.

For more info: skillsfuture.sg/digitalworkplace

Career Matching Services

WSG's Careers Connect and NTUC's e2i centres offer an expanded suite of career matching services tailored to jobseekers' needs. Jobseekers can seek advice from professionals to guide them in their job search, as well as in their career planning and development. Employers can receive recruitment advice to uncover new talent and find the right people for their business needs.

For more info: adaptandgrow.sg/cms

Professional Conversion Programmes

Professional Conversion Programmes (PCP) help mid-career Singaporeans and Permanent Residents to reskill and move into new occupations or sectors. There are PCPs available to help mid-career switchers undergo skills conversion for social service sector jobs such as Social Workers, Early Intervention Learning Facilitators, Special Education Learning Facilitators, Occupational Therapists, Physiotherapists and Nurses.

For more info: adaptandgrow.sg/pcp

P-MAX

The Place-and-Train programme matches jobseeking Professionals, Managers, Executives and Technicians to suitable positions in SMEs, and assists SMEs to better recruit, train, manage and retain their newly-hired PMETs.

For more info: adaptandgrow.sg/pmax

Initiatives and Schemes by:

■ SkillsFuture Singapore
 ■ Workforce Singapore
 ■ National Council of Social Service



FOR INDIVIDUALS AND EMPLOYERS

MyCareersFuture.sg

MyCareersFuture.sg is a portal which aims to provide Singaporean jobseekers with a fast and smart search service to match them with relevant jobs, based on the jobseekers' skills and competencies. The portal enables Singaporeans to be more aware of the skills they possess, and connect them to relevant jobs based on their current skills and competencies. It also highlights jobs which are eligible for Government support through WSG's Adapt and Grow programmes.

For more info: mycareersfuture.sg

Career Trial

Jobseekers can gain experience and confidence through a short-term career trial to be assessed for employment paying \$1,500 or more and receive training allowance and retention incentives.

Employers can assess a jobseeker's job fit via a short-term career trial before offering formal employment for jobs paying \$1,500 or more. Companies can receive up to \$5,400 of salary support to hire eligible Singapore Citizens who have been unemployed for 6 months or more.

For more info: adaptandgrow.sg/careertrial

Career Support Programme (CSP)

The Career Support Programme helps experienced Singapore Citizen Professionals, Managers, Executives and Technicians (PMETs), who have been unemployed or made redundant for six months or more, take on new jobs paying at least \$4,000 (\$3,600 in SMEs).

Companies can receive up to \$42,000 in salary support for up to 18 months when they hire eligible PMETs who are retrenched and/or unemployed for six months or more, in jobs that pay gross monthly salary of at least \$3,600 (for SMEs)/ \$4,000 (Non-SMEs).

For more info: adaptandgrow.sg/csp



FOR STUDENTS AND WORKING ADULTS

Social Service Scholarship and Social Service Award

The Social Service Scholarship aims to groom talent and develop leaders for the sector, and is awarded to outstanding individuals for studies in Social Work, Occupational Therapy, Physiotherapy and Speech and Language Therapy, and post-graduate studies in Psychology.

For more info: ncss.gov.sg/Social-Service-Careers/Scholarships-and-Awards/Social-Service-Scholarships

Initiatives and Schemes by:

■ SkillsFuture Singapore
 ■ Workforce Singapore
 ■ National Council of Social Service



FOR WORKING ADULTS

Other Social Service Sector Training Programmes

Social Service Institute develops the capacity and capability of the social service workforce through initiatives such as competency-based training, talks and seminars. A broad range of training programmes, including WSQ programmes, are jointly developed with the Ministry of Social & Family Development and SkillsFuture Singapore, in consultation with social service industry stakeholders.

For more info: ssi.sg

Sun Ray Scheme

Sun Ray is a leadership development scheme administered by NCSS for the social service sector. It aims to complement members' efforts to identify, attract, develop and retain individuals with current and future leadership potential. These efforts will increase the leadership bench strength of the sector and better meet increasingly challenging and complex needs.

For more info: ncss.gov.sg/sunray

SkillsFuture Study Awards

This monetary award enables adults in their early and mid-careers to develop and deepen their skills in future growth clusters.

For more info: skillsfuture.sg/studyawards/social-service

Leadership Development Programme

The Leadership Development Programme (LDP) aims to develop professionals with leadership potential, to take on top management or specialist leadership positions.

For more info: ncss.gov.sg/ldp

Professional Development and Management Programme

The Professional Development and Management Programme (PDMP) supports VWOs' efforts to develop their staff with management potential, especially those who are starting to take on management roles.

For more info: ncss.gov.sg/pdmp

NEW ENTRANTS

Use the Skills Framework for Social Service to find out about careers in the sector



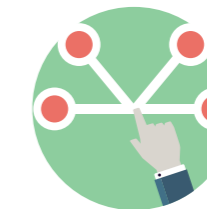
UNDERSTAND the career pathways and the attributes needed to take on a particular occupation in the sector



UNDERSTAND the skills and competencies required for the job role and identify relevant training programmes to help you become a qualified personnel

EXPERIENCED PROFESSIONALS

Use the Skills Framework for Social Service to find out how to chart your career



PLAN for vertical career progression within the track that you are currently in, or for lateral career moves across the tracks



IDENTIFY skills gaps that you are lacking in your current or next job role

IDENTIFY relevant training programmes

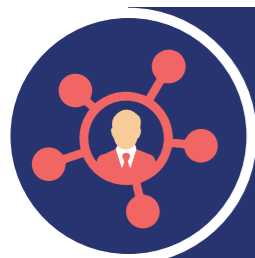
TRAINING PROGRAMMES

Programmes that equip new entrants with skills and knowledge for specific occupations in the sector at their respective entry levels

Programmes for experienced employees or individuals to broaden or deepen specific skills and knowledge for various occupations in the sector

Embark on your career in Social Service

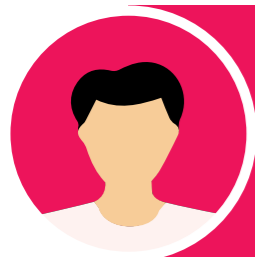
Lifelong learning for skills deepening to meet existing and emerging demands of the sector



Social Work

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Develop service users' abilities to harness resources and systems to resolve issues and drive positive change



Youth Work

pg37-46

Guide, support and engage youths to unleash their full potential



Care and Programme

pg47-56

Manage volunteers, provide care and organise programmes for service users



Psychology

pg57-76

Provide psychological services to service users



Early Intervention Teaching

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Educate and help children with special needs, aged six years and below

Information on Other Professions in the social service sector:

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- Therapy
- Counselling
- Special Education
- MSF Professional Services



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Research Associate	32
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Deputy Director, Residential & Community-Based Care Services

Bryan Lim Chong Chee
Movement for the Intellectually Disabled of Singapore (MINDS)

MANAGING CHANGE WITH TECHNOLOGY

Bryan first started his career as a social worker in healthcare, in the midst of the Severe Acute Respiratory Syndrome (SARS) outbreak. Caring for SARS patients “was a humbling experience that changed my worldviews”, he shares.

In his current role, Bryan oversees the strategic and business needs of the residential and community-based care services. An essential component of his job is working closely with Allied Health professionals and direct care staff, channelling their efforts towards improving how the needs of and challenges faced by clients are being met.

This is why he feels the key attribute of being a social worker is empathy – the ability to understand and share in not just the daily experiences of clients and their caregivers, but also the feelings of the staff performing the tasks.

In addition to taking care of the training and development centres in MINDS, Bryan also provides guidance and support to the programme heads to ensure a high standard of service delivery and professionalism.

Some of the challenges that Bryan face are in managing change from constant technological innovation, and resolving the problems of a shrinking workforce in his sector.

He constantly looks at work redesign to streamline the tasks of direct and indirect care staff, while

initiating process automation to increase efficiency in administrative processes.

Bryan remains committed and motivated, even after 17 years as a social worker. He shares, “I am honoured to work with a team that believes in the ability of the client and the family to make things work. It’s a meaningful career and a humbling experience every day.”

Bryan hopes to grow his career in the disability sector, and says, “Referring to the Skills Map helps me clarify the key tasks needed for specific job roles and its associated skills and competencies. The compendium of training courses to aid in that progression and upgrading provided, is also helpful.”

His advice to those contemplating a career in social service: “The journey won’t be easy and you have to be open and self-reflective. There is a need to be critical of your work so that you will continue to grow professionally and personally.”

“The journey won’t be easy and you have to be open and self-reflective. There is a need to be critical of your work so that you will continue to grow professionally and personally.”

Social Work Associate

JOB ROLE DESCRIPTION

The Social Work Associate works in the field of Social Work. He/She is qualified and trained to assist in providing interventions and programmes, performing community development work and uplifting the professional practice in social work. He assists in coordinating casework, group work and community development activities and programmes, supporting community events and performing administrative functions.

A responsive, adaptable and astute staff, the Social Work Associate works in institutional settings, communities, Voluntary Welfare Organisations and hospitals. He works as part of a collaborative team with other agencies and ministries in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Case and Care Planning	Level 2	Communication	Basic
Casework Evaluation	Level 2	Interpersonal Skills	Basic	
Casework Intervention	Level 2	Service Orientation	Basic	
Collaborative Practices Across Disciplines and Sectors	Level 2	Teamwork	Basic	
Diversity Awareness and Management	Level 2	Problem Solving	Basic	
Emergency Response and Crisis Management	Level 2			
Ethics, Values and Legislation	Level 2			
Group Work Assessment and Planning	Level 2			
Group Work Evaluation	Level 2			
Group Work Intervention	Level 2			
Reflexive Practice	Level 2			
Resilience and Self-care	Level 2			
Social Service Programme Development	Level 2			
Social Service Programme Evaluation	Level 2			
Social Service Programme Implementation	Level 2			
Stakeholder Management	Level 2			
Trends Evaluation and Application	Level 2			

Social Worker

JOB ROLE DESCRIPTION

The Social Worker works in the field of Social Work. He/She is qualified and trained to provide interventions and programmes, perform community development work and uplift the professional practice in Social Work. He conducts casework and group work as well as implement and evaluate community development activities and programmes to address service gaps in the community. He provides supervision to his subordinates.

A team player who is committed and service-oriented, the Social Worker works in institutional settings, communities, Voluntary Welfare Organisations and hospitals. He also works in collaboration with other agencies and ministries in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Advocacy and Representation	Level 3 & 4	Communication	Intermediate
Case and Care Planning	Level 3 & 4	Interpersonal Skills	Intermediate	
Casework Evaluation	Level 3 & 4	Service Orientation	Intermediate	
Casework Intervention	Level 3 & 4	Problem Solving	Intermediate	
Collaborative Practices Across Disciplines and Sectors	Level 3 & 4	Teamwork	Intermediate	
Diversity Awareness and Management	Level 3 & 4			
Emergency Response and Crisis Management	Level 3 & 4			
Ethics, Values and Legislation	Level 3 & 4			
Group Work Assessment and Planning	Level 3 & 4			
Group Work Evaluation	Level 3 & 4			
Group Work Intervention	Level 3 & 4			
Practice Supervision	Level 3 & 4			
Professional Consultation	Level 3 & 4			
Reflexive Practice	Level 3 & 4			
Research Data Collection and Management	Level 3 & 4			
Resilience and Self-care	Level 3 & 4			
Social Sector Policy Influence	Level 3 & 4			
Social Service Programme Development	Level 3 & 4			
Social Service Programme Evaluation	Level 3 & 4			
Social Service Programme Implementation	Level 3 & 4			
Stakeholder Management	Level 3 & 4			
Trends Evaluation and Application	Level 3 & 4			

Senior Social Worker

JOB ROLE DESCRIPTION

The Senior Social Worker works in the field of Social Work. He/She is qualified and trained to assist in managing interventions and programmes, performing community development work and uplifting the professional practice in Social Work. He guides multi-disciplinary teams to implement and evaluate casework and group work and also organises strategic community development initiatives, programmes and research. He serves as a mentor to social workers and supports their professional development.

An experienced professional who is insightful, responsible and possesses the willingness to mentor, the Senior Social Worker works in institutional settings, communities, Voluntary Welfare Organisations and hospitals. He also collaborates with other agencies and ministries in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Advocacy and Representation	Level 4	Communication	Intermediate
Case and Care Planning	Level 4	Interpersonal Skills	Advanced	
Casework Evaluation	Level 4	Problem Solving	Intermediate	
Casework Intervention	Level 4	Service Orientation	Intermediate	
Collaborative Practices Across Disciplines and Sectors	Level 4	Decision Making	Intermediate	
Diversity Awareness and Management	Level 4			
Emergency Response and Crisis Management	Level 4			
Ethics, Values and Legislation	Level 4			
Group Work Assessment and Planning	Level 4			
Group Work Evaluation	Level 4			
Group Work Intervention	Level 4			
Practice Supervision	Level 4			
Professional Consultation	Level 4			
Reflexive Practice	Level 4			
Research Data Collection and Management	Level 4			
Resilience and Self-care	Level 4			
Social Sector Policy Influence	Level 4			
Social Service Programme Development	Level 4			
Social Service Programme Evaluation	Level 4			
Social Service Programme Implementation	Level 4			
Stakeholder Management	Level 4			
Trends Evaluation and Application	Level 4			

Lead Social Worker

JOB ROLE DESCRIPTION

The Lead Social Worker works in the field of Social Work. He/She develops casework intervention plans and leads the development, delivery and evaluation of programmes within the organisation. He uplifts the professional practice through delivering education and training for staff and other stakeholders. As a mentor, he also identifies and creates holistic development opportunities for staff under his charge.

A team player who is responsible and possesses good interpersonal and communication skills, the Lead Social Worker works in different institutional settings, with various communities, Voluntary Welfare Organisations and hospitals. He also collaborates frequently with other agencies and ministries in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Advocacy and Representation	Level 5	Communication	Advanced
Case and Care Planning	Level 5	Leadership	Advanced	
Casework Evaluation	Level 5	Developing People	Advanced	
Casework Intervention	Level 5	Interpersonal Skills	Advanced	
Collaborative Practices Across Disciplines and Sectors	Level 5	Problem Solving	Advanced	
Diversity Awareness and Management	Level 5			
Emergency Response and Crisis Management	Level 5			
Ethics, Values and Legislation	Level 5			
Group Work Assessment and Planning	Level 5			
Group Work Evaluation	Level 5			
Group Work Intervention	Level 5			
Practice Supervision	Level 5			
Professional Consultation	Level 5			
Reflexive Practice	Level 5			
Research Data Collection and Management	Level 5			
Resilience and Self-care	Level 5			
Social Sector Policy Influence	Level 5			
Social Service Programme Development	Level 5			
Social Service Programme Evaluation	Level 5			
Social Service Programme Implementation	Level 5			
Stakeholder Management	Level 5			
Trends Evaluation and Application	Level 5			

Master Social Worker

JOB ROLE DESCRIPTION

The Master Social Worker works in the field of Social Work. He/She has expertise in Social Work domains and assists in supervising the delivery of interventions and programmes at the cluster or sub-sector level, driving community development work and uplifting the professional practice in Social Work. He strengthens partnership with key influencers within the community and across the organisation to guide the development of social service for various clients. He is also in charge of overseeing casework and group work intervention as well as providing strategic leadership to develop community development programmes. He initiates professional development projects for staff.

A highly experienced professional with excellent management and leadership skills, the Master Social Worker inspires staff in their field of work. He works in institutional settings, communities, Voluntary Welfare Organisations and hospitals. He leads collaborations with other agencies and ministries in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Advocacy and Representation	Level 6	Communication	Advanced
Case and Care Planning	Level 6	Leadership	Advanced	
Casework Evaluation	Level 6	Developing People	Advanced	
Casework Intervention	Level 6	Interpersonal Skills	Advanced	
Collaborative Practices Across Disciplines and Sectors	Level 6	Decision Making	Advanced	
Diversity Awareness and Management	Level 6			
Emergency Response and Crisis Management	Level 6			
Ethics, Values and Legislation	Level 6			
Group Work Assessment and Planning	Level 6			
Group Work Evaluation	Level 6			
Group Work Intervention	Level 6			
Practice Supervision	Level 6			
Professional Consultation	Level 6			
Reflexive Practice	Level 6			
Research Data Collection and Management	Level 6			
Resilience and Self-care	Level 6			
Social Sector Policy Influence	Level 6			
Social Service Programme Development	Level 6			
Social Service Programme Evaluation	Level 6			
Social Service Programme Implementation	Level 6			
Stakeholder Management	Level 6			
Trends Evaluation and Application	Level 6			

Senior Master Social Worker

JOB ROLE DESCRIPTION

The Senior Master Social Worker works in the field of Social Work. He/She has expertise in domains under social work in order to play a supervisory role in the organisation's delivery of interventions and programmes at the national level. He also influences community development work and uplifts the professional practice in Social Work. He establishes partnerships with key influencers to guide the development of social service and intervention plans at the national level. He provides supervision to staff and other service providers and advocates for changes in Social Work practice and policies at the national level.

An expert professional with excellent management and leadership skills, the Senior Master Social Worker is decisive, and leads and inspires staff in their field of work. He works in institutional settings, communities, Voluntary Welfare Organisations and hospitals. He drives collaboration with other agencies and ministries in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Advocacy and Representation	Level 6	Leadership	Advanced
Case and Care Planning	Level 6	Communication	Advanced	
Casework Evaluation	Level 6	Interpersonal Skills	Advanced	
Casework Intervention	Level 6	Developing People	Advanced	
Collaborative Practices Across Disciplines and Sectors	Level 6	Global Mindset	Advanced	
Diversity Awareness and Management	Level 6			
Emergency Response and Crisis Management	Level 6			
Ethics, Values and Legislation	Level 6			
Group Work Assessment and Planning	Level 6			
Group Work Evaluation	Level 6			
Group Work Intervention	Level 6			
Practice Supervision	Level 6			
Professional Consultation	Level 6			
Reflexive Practice	Level 6			
Research Data Collection and Management	Level 6			
Resilience and Self-care	Level 6			
Social Sector Policy Influence	Level 6			
Social Service Programme Development	Level 6			
Social Service Programme Evaluation	Level 6			
Social Service Programme Implementation	Level 6			
Stakeholder Management	Level 6			
Trends Evaluation and Application	Level 6			

Assistant Manager

JOB ROLE DESCRIPTION

The Assistant Manager works in the field of Social Work management. He/She should be qualified and trained to assist Senior Manager/Manager in monitoring the organisation's strategic initiative, resource management, collaboration and corporate governance to ensure operational efficiency. He directs teams in strategic implementation, service delivery, new hires recruitment, capability gaps identification and collaboration with professional partners. He is also responsible for ensuring operational and governance efficiency through staff supervision and performance evaluation.

A junior management staff who is proactive, responsible and trustworthy, the Assistant Manager works in institutional settings, communities, Voluntary Welfare Organisations and hospitals. He also works in collaboration with other agencies and ministries in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Change Management	Level 3	Communication	Intermediate
Corporate Governance	Level 3	Interpersonal Skills	Intermediate	
Department Performance Management	Level 3	Service Orientation	Intermediate	
Diversity Awareness and Management	Level 3	Teamwork	Intermediate	
Emergency Response and Crisis Management	Level 3	Creative Thinking	Intermediate	
Ethics, Values and Legislation	Level 3			
Financial Management	Level 3			
Manpower Planning	Level 4			
People Management	Level 3			
Quality and Audit Management	Level 3			
Risk Management	Level 3			
Social Sector Policy Influence	Level 3			
Stakeholder Management	Level 3			
Strategy Implementation	Level 3			
Strategy Planning	Level 3			
Trends Evaluation and Application	Level 3			
Workplace Safety and Health	Level 3			

Senior Manager/Manager

JOB ROLE DESCRIPTION

The Senior Manager/Manager works in the field of Social Work management. He/She should be qualified and trained to monitor and manage the organisation's strategic initiative, resource management, collaboration and corporate governance to ensure operational efficiency. He oversees strategic implementation, budgets the use of capital and human resources, develops professional development programmes, and initiates professional relationships across agencies. He also ensures operational and governance efficiency through supervision of a multi-disciplinary staff performance evaluation, and policy implementation.

An experienced management staff who is meticulous, committed and possesses good problem-solving skills, the Senior Manager/Manager works in institutional settings, communities, Voluntary Welfare Organisations and hospitals. He also works in collaboration with other agencies and ministries in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Change Management	Level 4	Interpersonal Skills	Intermediate
	Corporate Governance	Level 4	Communication	Intermediate
	Department Performance Management	Level 4	Decision Making	Intermediate
	Diversity Awareness and Management	Level 4	Problem Solving	Intermediate
	Emergency Response and Crisis Management	Level 4	Managing Diversity	Intermediate
	Ethics, Values and Legislation	Level 4		
	Financial Management	Level 4		
	Manpower Planning	Level 4		
	People Management	Level 4		
	Quality and Audit Management	Level 4		
	Risk Management	Level 4		
	Social Sector Policy Influence	Level 4		
	Stakeholder Management	Level 4		
	Strategy Implementation	Level 4		
	Strategy Planning	Level 4		
Trends Evaluation and Application	Level 4			
Workplace Safety and Health	Level 3			

Senior Assistant Director/Assistant Director

JOB ROLE DESCRIPTION

The Senior Assistant Director/Assistant Director works in the field of Social Work management. He/She should be qualified and trained to assist the Director to review strategic initiatives, monitor corporate governance, manage resource, foster collaborations, and ensure efficient delivery of social service. He strategises and evaluates the organisation's operation, directs implementation of corporate policies, sets the standards of operational efficiency on service and administration levels, monitors volunteer management, initiates capability development programmes, and networks with various community partners.

An experienced management staff who possesses excellent interpersonal, communication and management skills, the Senior Assistant Director/Assistant Director works in institutional settings, communities, Voluntary Welfare Organisations and hospitals.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Change Management	Level 5	Leadership	Intermediate
	Corporate Governance	Level 5	Decision Making	Intermediate
	Department Performance Management	Level 5	Developing People	Advanced
	Diversity Awareness and Management	Level 5	Problem Solving	Advanced
	Emergency Response and Crisis Management	Level 5	Resource Management	Advanced
	Ethics, Values and Legislation	Level 5		
	Financial Management	Level 5		
	Manpower Planning	Level 5		
	People Management	Level 5		
	Quality and Audit Management	Level 5		
	Risk Management	Level 5		
	Social Sector Policy Influence	Level 5		
	Stakeholder Management	Level 5		
	Strategy Implementation	Level 5		
	Strategy Planning	Level 5		
Trends Evaluation and Application	Level 5			
Workplace Safety and Health	Level 4			

Director

JOB ROLE DESCRIPTION

The Director works in the field of Social Work management. He/She should have expertise and experience in domains under Social Work management in order to supervise strategic initiatives, corporate governance, resource management, organisation and capability development. He develops and reviews framework for the organisation's operating guidelines and standards, directs the implementation of corporate policies in accordance with governance regulations and drives improvements to the service delivery and operational efficiency. He is responsible for developing resource allocation and human resource management systems as well as fostering collaborations with external agencies.

A highly experienced management staff who possesses excellent management and leadership skills, the Director works in institutional settings, communities, Voluntary Welfare Organisations and hospitals. He also works in collaboration with other agencies and ministries in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Skill	Level	Skill	Level
	Change Management	Level 6	Leadership	Advanced
	Corporate Governance	Level 5	Decision Making	Advanced
	Department Performance Management	Level 6	Developing People	Advanced
	Diversity Awareness and Management	Level 6	Problem Solving	Advanced
	Emergency Response and Crisis Management	Level 6	Communication	Advanced
	Ethics, Values and Legislation	Level 6		
	Financial Management	Level 5		
	Manpower Planning	Level 6		
	People Management	Level 6		
	Quality and Audit Management	Level 5		
	Risk Management	Level 6		
	Social Sector Policy Influence	Level 6		
	Stakeholder Management	Level 6		
	Strategy Implementation	Level 5		
	Strategy Planning	Level 6		
	Trends Evaluation and Application	Level 6		
	Workplace Safety and Health	Level 4		

Policy Officer

JOB ROLE DESCRIPTION

The Policy Officer assists in formulating, developing, implementing and evaluating policies. He/She collects on-the-ground information that will impact the formulation of the policies. He assists Managers and Directors in drafting of policy papers and supports the planning of public consultation activities.

A proactive and responsible staff who is methodical in his approach, the Policy Officer works in schools, ministries and institutional settings.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Skill	Level	Skill	Level
	Collaborative Practices Across Disciplines and Sectors	Level 3	Communication	Basic
	Diversity Awareness and Management	Level 3	Sense Making	Intermediate
	Emergency Response and Crisis Management	Level 3	Interpersonal Skills	Intermediate
	Ethics, Values and Legislation	Level 3	Creative Thinking	Basic
	Reflexive Practice	Level 3	Managing Diversity	Basic
	Resilience and Self-Care	Level 3		
	Social Policy Development	Level 2		
	Social Policy Evaluation	Level 3		
	Social Policy Formulation	Level 3		
	Social Policy Implementation	Level 2		
	Social Sector Policy Influence	Level 3		
	Stakeholder Management	Level 3		
	Trends Evaluation and Application	Level 3		

Manager/Assistant Manager

JOB ROLE DESCRIPTION

The Manager/Assistant Manager manages the department in formulating, developing, implementing and evaluating policies. He/She reviews policies and conducts forums with stakeholders to better understand the impact of policies. He reviews the legislation processes used in the evaluation of policies.

An intuitive staff who possesses excellent communication skills, the Manager/Assistant Manager works in schools, ministries and institutional settings.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 3	Communication	Intermediate
	Diversity Awareness and Management	Level 3	Creative Thinking	Intermediate
	Emergency Response and Crisis Management	Level 3	Sense Making	Intermediate
	Ethics, Values and Legislation	Level 3	Service Orientation	Intermediate
	Reflexive Practice	Level 3	Problem Solving	Advanced
	Resilience and Self-Care	Level 3		
	Social Policy Development	Level 3		
	Social Policy Evaluation	Level 3		
	Social Policy Formulation	Level 3		
Social Policy Implementation	Level 3			
Social Sector Policy Influence	Level 3			
Stakeholder Management	Level 3			
Trends Evaluation and Application	Level 3			

Assistant Director/Senior Manager

JOB ROLE DESCRIPTION

The Assistant Director/Senior Manager heads the department in formulating, developing, implementing and evaluating policies. He/She proposes recommendations to be added into drafted policies. He supervises staff in analysing current policies and services, and implementing strategies under the framework set out by the department.

A meticulous and collaborative staff, the Assistant Director/Senior Manager works in schools, ministries and institutional settings.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 4	Communication	Advanced
	Diversity Awareness and Management	Level 4	Leadership	Advanced
	Emergency Response and Crisis Management	Level 4	Developing People	Advanced
	Ethics, Values and Legislation	Level 4	Transdisciplinary Thinking	Advanced
	Reflexive Practice	Level 4	Problem Solving	Advanced
	Resilience and Self-Care	Level 4		
	Social Policy Development	Level 4		
	Social Policy Evaluation	Level 4		
	Social Policy Formulation	Level 4		
Social Policy Implementation	Level 4			
Social Sector Policy Influence	Level 4			
Stakeholder Management	Level 4			
Trends Evaluation and Application	Level 4			

Deputy Director/Senior Assistant Director

JOB ROLE DESCRIPTION

The Deputy Director/Senior Assistant Director leads the organisation in formulating, developing, implementing and evaluating policies. He/She develops strategic planning frameworks for the department. He performs an authoritative role representing the ministry when conducting policy consultation initiatives. He oversees the consultation processes with relevant key stakeholders and the public when evaluating policies.

A highly experienced staff who is insightful and possesses excellent team management skills, the Deputy Director/Senior Assistant Director works in schools, ministries and institutional settings.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 5	Resource Management	Advanced
	Diversity Awareness and Management	Level 5	Leadership	Advanced
	Emergency Response and Crisis Management	Level 5	Decision Making	Advanced
	Ethics, Values and Legislation	Level 5	Transdisciplinary Thinking	Advanced
	Reflexive Practice	Level 5	Communication	Advanced
	Resilience and Self-Care	Level 5		
	Social Policy Development	Level 5		
	Social Policy Evaluation	Level 5		
	Social Policy Formulation	Level 5		
	Social Policy Implementation	Level 5		
	Social Sector Policy Influence	Level 5		
	Stakeholder Management	Level 5		
	Trends Evaluation and Application	Level 5		

Senior Director/Director

JOB ROLE DESCRIPTION

The Senior Director/Director leads the organisation in formulating, developing, implementing and evaluating policies. He/She drives the policy planning processes within the organisation. He reviews policies in relation to other policies, legislations and programmes. He leads discussions on policy operationalisation and oversees key policy perspectives sharing across the sector.

A highly experienced staff who is insightful, decisive and possesses strong leadership and management skills, the Senior Director/Director works in schools, ministries and institutional settings.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 6	Leadership	Advanced
	Diversity Awareness and Management	Level 6	Transdisciplinary Thinking	Advanced
	Emergency Response and Crisis Management	Level 6	Global Mindset	Advanced
	Ethics, Values and Legislation	Level 6	Decision Making	Advanced
	Reflexive Practice	Level 6	Managing Diversity	Advanced
	Resilience and Self-Care	Level 6		
	Social Policy Development	Level 6		
	Social Policy Evaluation	Level 6		
	Social Policy Formulation	Level 6		
	Social Policy Implementation	Level 6		
	Social Sector Policy Influence	Level 6		
	Stakeholder Management	Level 6		
	Trends Evaluation and Application	Level 6		

Research Associate

JOB ROLE DESCRIPTION

The Research Associate works in the field of Social Work research. He/She is qualified and trained to initiate and formulate research ideas, conduct research procedures, and collect and analyse data. He initiates research programmes based on trends, conducts procedures and data analysis, manages resources and maintains databases. He is also responsible for identifying stakeholder organisations on the ground.

A proactive and responsible researcher, the Research Associate is methodical in his approach and works in academic settings. He also works in collaboration with other agencies, ministries and academic institutions in his course of work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 4	Communication	Basic
	Diversity Awareness and Management	Level 4	Interpersonal Skills	Basic
	Ethics, Values and Legislation	Level 4	Digital Literacy	Basic
	Research Data Analysis	Level 4	Problem Solving	Basic
	Research Data Collection and Management	Level 4	Teamwork	Basic
	Research Design	Level 4		
	Research Findings Communication	Level 4		
	Research into Professional Practice Translation	Level 4		
	Social Sector Policy Influence	Level 4		
	Stakeholder Management	Level 4		
Trends Evaluation and Application	Level 4			

Senior Research Associate

JOB ROLE DESCRIPTION

The Senior Research Associate works in the field of Social Work research. He/She is qualified and trained to assist with initiating research, implementing specific designs and methods, collecting and analysing data, and networking with external organisations. He identifies research topics and areas from research reviews, designs methods and tools for data collection and analysis, and manages project funds and human resources. He is also in charge of sharing information from external studies.

A committed researcher who possesses excellent interpersonal and communication skills, the Senior Research Associate works in academic settings. He also works in collaboration with other agencies and ministries and academic institution in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 4	Interpersonal Skills	Intermediate
	Diversity Awareness and Management	Level 4	Communication	Intermediate
	Ethics, Values and Legislation	Level 4	Decision Making	Intermediate
	Research Data Analysis	Level 4	Creative Thinking	Intermediate
	Research Data Collection and Management	Level 4	Sense Making	Intermediate
	Research Design	Level 4		
	Research Findings Communication	Level 4		
	Research into Professional Practice Translation	Level 4		
	Social Sector Policy Influence	Level 4		
	Stakeholder Management	Level 4		
Trends Evaluation and Application	Level 4			

Senior Principal Researcher/Principal Researcher

JOB ROLE DESCRIPTION

The Senior Principal Researcher/Principal Researcher works in the field of Social Work research. He/She is qualified and trained to initiate research, conceptualise advanced designs and methods, collect and analyse data, monitor project management, and lead collaborations with external organisations. He identifies research topics, advises external agencies, designs methods and tools for data collection and analysis, and conducts analysis to foresee the implications of research results. He is also responsible for evaluating and enhancing research capability and quality.

An experienced researcher who is insightful, trustworthy and possesses good problem-solving skills, the Senior Principal Researcher/Principal Researcher works in academic settings. He also works in collaboration with other agencies and ministries and academic institution in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 5	Problem Solving	Advanced
	Diversity Awareness and Management	Level 5	Creative Thinking	Advanced
	Ethics, Values and Legislation	Level 5	Communication	Advanced
	Research Data Analysis	Level 5	Decision Making	Intermediate
	Research Data Collection and Management	Level 5	Sense Making	Intermediate
	Research Design	Level 5		
	Research Findings Communication	Level 5		
	Research into Professional Practice Translation	Level 5		
	Social Sector Policy Influence	Level 5		
Stakeholder Management	Level 5			
Trends Evaluation and Application	Level 5			

Assistant Research Director

JOB ROLE DESCRIPTION

The Assistant Research Director works role in the field of Social Work research. He/She has expertise and experience in domains under Social Work research in order to assist in supervising advanced research designs, methods, collection and analysis of data, project management and collaborations with external organisations. He leads the formulation of systemic, collaborative research, integration of research findings to social service, fund management, administrative and operational functions, and strategic foreign analysis with professionals. He is also responsible for advising external organisations and related ministries on social work-related protocols and programmes.

A highly experienced researcher who is committed, service-orientated and possesses the willingness to mentor, the Assistant Research Director works in academic settings. He also works in collaboration with other agencies and ministries and academic institutions in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 6	Communication	Advanced
	Diversity Awareness and Management	Level 6	Leadership	Advanced
	Ethics, Values and Legislation	Level 6	Creative Thinking	Intermediate
	Research Data Analysis	Level 6	Global Mindset	Advanced
	Research Data Collection and Management	Level 6	Decision Making	Advanced
	Research Design	Level 6		
	Research Findings Communication	Level 6		
	Research into Professional Practice Translation	Level 6		
	Social Sector Policy Influence	Level 6		
Stakeholder Management	Level 6			
Trends Evaluation and Application	Level 6			

Research Director

JOB ROLE DESCRIPTION

The Research Director works in the field of Social Work research. He/She has expertise and experience in domains under Social Work research in order to oversee research designs, project management, and collaborations with external organisations. He advises systemic initiatives and policies on a regional, national, and international level, commissions research projects, advocates for social changes based on research conclusions and strategic foresight, and formulates masterplans for the organisation based on funding, manpower and other needs. He is also responsible for providing thought leadership and representing Singapore at international conferences.

A highly experienced researcher who is decisive and possesses excellent management and leadership skills, the Research Director works in academic settings. He also works in collaboration with other agencies and ministries and academic institution in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 6	Leadership	Advanced
	Diversity Awareness and Management	Level 6	Decision Making	Advanced
	Ethics, Values and Legislation	Level 6	Transdisciplinary Thinking	Advanced
	Research Data Analysis	Level 6	Global Mindset	Advanced
	Research Data Collection and Management	Level 6	Communication	Advanced
	Research Design	Level 6		
	Research Findings Communication	Level 6		
	Research into Professional Practice Translation	Level 6		
	Social Sector Policy Influence	Level 6		
Stakeholder Management	Level 6			
Trends Evaluation and Application	Level 6			

Youth Work



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WE ARE UNIQUE
INDIVIDUALS
YET PART OF A TEAM

Manager

Justin Koh
TOUCH Community Services

ENGAGING YOUTHS THROUGH ADVENTURE

Justin developed his love to serve and help others way back in his Boy Scout days in school. Today, he has accumulated 15 years of experience as the head of TOUCH Adventures, a service of TOUCH Community Services. Justin is not only in charge of managing his team's daily operations, he is also responsible for ensuring that targets are met. His work requires him to promote character development, personal growth, family and community bonding through adventure-based learning.

In his tenth year of social service work, Justin encountered the most memorable moment of his work life. He and his team had organised a four-day student camp which was very well-received as a record number of volunteers signed up with them at the end of the camp. "That camp really made an impact on the youths. Many of the students were in tears when the camp ended and were reluctant to leave. We also recruited about 60 new volunteers, which was a new record set by my team", Justin shares.

As outdoor and adventure-based activities are unique approaches to youth engagement, it involves a great deal of teamwork and partnership. For instance, Justin's team works with TOUCH Youth Intervention's Mental Health programme to collaborate on the "Do You MIND?" programme, using adventure-based activities for mental health workshops. Such collaborative efforts allow them to tap on others' expertise to design new programmes which provide a

new level of engagement with the students. Justin is aware that the younger generation live in a new digital age and have different lifestyles. He believes that outdoor activities should be developed to be more relational, resilient and engaging for students. "I have always been passionate about youth development, and I hope to be a trailblazer in that area through outdoor activities", he says. On developing staff competencies, Justin shares that the Skills Framework is useful as it covers career pathways in the Social Sector comprehensively and allows him to quantify performance in a tangible way. He refers to the Skills Framework as a guide to measure proficiencies when promoting staff and uses it to help them work on their individual upskilling journey as well.

"The Skills Framework is useful as it covers career pathways in the Social Sector comprehensively and I can use it to quantify performance in a tangible way."

Youth Work Associate

JOB ROLE DESCRIPTION

The Youth Work Associate assists in providing interventions and programmes to youths. He/She is passionate in developing youths into well-adjusted and contributing members of society through supporting the facilitation and assessments of casework, group work, community development and youth outreach programmes. He supports youth engagements through schools, public and cyber outreach. He also supports the implementation of activities to build the youth development professional practice.

A committed staff who possesses good interpersonal and communication skills, the Youth Work Associate works in schools, communities and youth sector organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Case and Care Planning	Level 2	Communication	Basic
Casework Evaluation	Level 2	Interpersonal Skills	Intermediate	
Casework Intervention	Level 2	Teamwork	Basic	
Collaborative Practices Across Disciplines and Sectors	Level 2	Problem Solving	Basic	
Diversity Awareness and Management	Level 2	Service Orientation	Basic	
Emergency Response and Crisis Management	Level 2			
Ethics, Values and Legislation	Level 2			
Group Work Assessment and Planning	Level 2			
Group Work Evaluation	Level 2			
Group Work Intervention	Level 2			
Mentoring for Youths	Level 2			
Reflexive Practice	Level 2			
Resilience and Self-care	Level 2			
Social Service Programme Development	Level 2			
Social Service Programme Evaluation	Level 2			
Social Service Programme Implementation	Level 2			
Stakeholder Management	Level 2			
Trends Evaluation and Application	Level 2			
Youth Development	Level 2			
Youth Outreach	Level 2			

Youth Worker

JOB ROLE DESCRIPTION

The Youth Worker develops youths into well-adjusted and contributing members of society. He/She provides interventions and programmes to youths. He develops and implements casework, group work and community development activities and programmes. He guides and support youths in their personal, social and educational development. He contributes to building the youth development professional practice and provides guidance to junior staff.

A team player who is committed and possesses good communication and problem solving skills, the Youth Worker works in schools, communities and youth sector organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Advocacy and Representation	Level 3 & 4	Communication	Intermediate
Case and Care Planning	Level 3 & 4	Teamwork	Basic	
Casework Evaluation	Level 3 & 4	Interpersonal Skills	Intermediate	
Casework Intervention	Level 3 & 4	Problem Solving	Intermediate	
Collaborative Practices Across Disciplines and Sectors	Level 3 & 4	Creative Thinking	Basic	
Diversity Awareness and Management	Level 3 & 4			
Emergency Response and Crisis Management	Level 3 & 4			
Ethics, Values and Legislation	Level 3 & 4			
Group Work Assessment and Planning	Level 3 & 4			
Group Work Evaluation	Level 3 & 4			
Group Work Intervention	Level 3 & 4			
Mentoring for Youths	Level 3 & 4			
Practice Supervision	Level 3 & 4			
Professional Consultation	Level 3 & 4			
Reflexive Practice	Level 3 & 4			
Resilience and Self-care	Level 3 & 4			
Social Sector Policy Influence	Level 3 & 4			
Social Service Programme Development	Level 3 & 4			
Social Service Programme Evaluation	Level 3 & 4			
Social Service Programme Implementation	Level 3 & 4			
Stakeholder Management	Level 3 & 4			
Trends Evaluation and Application	Level 3 & 4			
Youth Development	Level 3 & 4			
Youth Outreach	Level 3 & 4			

Senior Youth Worker

JOB ROLE DESCRIPTION

The Senior Youth Worker is passionate in developing youths into well-adjusted and contributing members of society. He/She manages interventions and programmes for youths. He manages complex cases, and adapts strategies and approaches to plan and evaluate casework, group work and community development activities and programmes. He manages and improves the organisation's youth outreach and engagement efforts. He also guides and coaches the performance of staff.

A service-oriented professional who is nurturing and possesses good team management skills, the Senior Youth Worker works in schools, communities and youth sector organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Advocacy and Representation	Level 4	Communication	Advanced
Case and Care Planning	Level 4	Leadership	Intermediate	
Casework Evaluation	Level 4	Teamwork	Intermediate	
Casework Intervention	Level 4	Developing People	Intermediate	
Collaborative Practices Across Disciplines and Sectors	Level 4	Problem Solving	Intermediate	
Diversity Awareness and Management	Level 4			
Emergency Response and Crisis Management	Level 4			
Ethics, Values and Legislation	Level 4			
Group Work Assessment and Planning	Level 4			
Group Work Evaluation	Level 4			
Group Work Intervention	Level 4			
Mentoring for Youths	Level 4			
Practice Supervision	Level 4			
Professional Consultation	Level 4			
Reflexive Practice	Level 4			
Resilience and Self-care	Level 4			
Social Sector Policy Influence	Level 4			
Social Service Programme Development	Level 4			
Social Service Programme Evaluation	Level 4			
Social Service Programme Implementation	Level 4			
Stakeholder Management	Level 4			
Trends Evaluation and Application	Level 4			
Youth Development	Level 4			
Youth Outreach	Level 4			

Lead Youth Worker

JOB ROLE DESCRIPTION

The Lead Youth Worker leads the organisation's delivery of interventions, programmes, community development and outreach for youths. He/She is passionate in developing youths into well-adjusted and contributing members of society by driving improvements in the professional youth work practice within the organisation and sector. He drives improvements in delivery of casework and group work in the organisation and leads crisis management cases. He leads collaborations within the community and across organisations, and drives innovative ways of working with youths. He leads a team of staff involved in youth work.

A highly experienced professional who is decisive, innovative and possesses strong leadership and management skills, the Lead Youth Worker works in schools, communities and youth sector organisations. He also works as part of a collaborative and multi-disciplinary team in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Advocacy and Representation	Level 5	Leadership	Advanced
Case and Care Planning	Level 5	Developing People	Intermediate	
Casework Evaluation	Level 5	Decision Making	Advanced	
Casework Intervention	Level 5	Communication	Advanced	
Collaborative Practices Across Disciplines and Sectors	Level 5	Interpersonal Skills	Advanced	
Diversity Awareness and Management	Level 5			
Emergency Response and Crisis Management	Level 5			
Ethics, Values and Legislation	Level 5			
Group Work Assessment and Planning	Level 5			
Group Work Evaluation	Level 5			
Group Work Intervention	Level 5			
Mentoring for Youths	Level 5			
Practice Supervision	Level 5			
Professional Consultation	Level 5			
Reflexive Practice	Level 5			
Resilience and Self-care	Level 5			
Social Sector Policy Influence	Level 5			
Social Service Programme Development	Level 5			
Social Service Programme Evaluation	Level 5			
Social Service Programme Implementation	Level 5			
Stakeholder Management	Level 5			
Trends Evaluation and Application	Level 5			
Youth Development	Level 5			
Youth Outreach	Level 5			

Assistant Manager

JOB ROLE DESCRIPTION

The Assistant Manager works in the field of youth work management. He/She should be qualified and trained in monitoring the organisation's strategic initiatives, resource management, collaboration and corporate governance to ensure operational efficiency. He directs teams in strategic implementation, service delivery, new hires recruitment, capability gaps identification and collaboration with professional partners. He is also responsible for ensuring operational and governance efficiency through staff supervision and performance evaluation.

A junior management staff who is proactive, responsible and trustworthy, the Assistant Manager works in institutional settings, communities, Voluntary Welfare Organisations and hospitals. He also works in collaboration with other agencies and ministries in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Change Management	Level 3	Communication	Intermediate
Corporate Governance	Level 3	Interpersonal Skills	Basic	
Department Performance Management	Level 3	Decision Making	Intermediate	
Diversity Awareness and Management	Level 3	Creative Thinking	Intermediate	
Emergency Response and Crisis Management	Level 3	Teamwork	Basic	
Ethics, Values and Legislation	Level 3			
Financial Management	Level 3			
Manpower Planning	Level 4			
People Management	Level 3			
Quality and Audit Management	Level 3			
Risk Management	Level 3			
Social Sector Policy Influence	Level 3			
Stakeholder Management	Level 3			
Strategy Implementation	Level 3			
Strategy Planning	Level 3			
Trends Evaluation and Application	Level 3			
Workplace Safety and Health	Level 3			

Senior Manager/Manager

JOB ROLE DESCRIPTION

The Senior Manager/Manager works in the field of youth work management. He/She should be qualified and trained to monitor and manage the organisation's strategic initiatives, resource management, collaboration and corporate governance to ensure operational efficiency. He oversees strategic implementation, budgets the use of capital and human resources, develops professional development programmes, and initiates professional relationships across agencies. He also ensures operational and governance efficiency through supervision of a multi-disciplinary staff performance evaluation, and policy implementation.

An experienced management staff who is meticulous, committed and possesses good problem-solving skills, the Senior Manager/Manager works in institutional settings, communities, Voluntary Welfare Organisations and hospitals. He also works in collaboration with other agencies and ministries in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Change Management	Level 4	Communication	Advanced
Corporate Governance	Level 4	Decision Making	Intermediate	
Department Performance Management	Level 4	Developing People	Intermediate	
Diversity Awareness and Management	Level 4	Problem Solving	Intermediate	
Emergency Response and Crisis Management	Level 4	Leadership	Intermediate	
Ethics, Values and Legislation	Level 4			
Financial Management	Level 4			
Manpower Planning	Level 4			
People Management	Level 4			
Quality and Audit Management	Level 4			
Risk Management	Level 4			
Social Sector Policy Influence	Level 4			
Stakeholder Management	Level 4			
Strategy Implementation	Level 4			
Strategy Planning	Level 4			
Trends Evaluation and Application	Level 4			
Workplace Safety and Health	Level 3			

Senior Assistant Director/Assistant Director

JOB ROLE DESCRIPTION

The Senior Assistant Director/Assistant Director works in the field of youth work management. He/She should be qualified and trained to review strategic initiatives, monitor corporate governance, manage resource, foster collaborations, and ensure efficient delivery of social service. He strategises and evaluates the organisation's operation, directs implementation of corporate policies, sets the standards of operational efficiency on service and administration levels, monitors volunteer management, initiates capability development programmes, and network with various community partners.

A highly experienced management staff who possesses excellent interpersonal, communication, and management skills, the Senior Assistant Director/Assistant Director works in institutional settings, communities, Voluntary Welfare Organisations and hospitals.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Change Management	Level 5	Communication	Advanced
Corporate Governance	Level 5	Computational Thinking	Intermediate	
Department Performance Management	Level 5	Creative Thinking	Advanced	
Diversity Awareness and Management	Level 5	Decision Making	Advanced	
Emergency Response and Crisis Management	Level 5	Developing People	Advanced	
Ethics, Values and Legislation	Level 5			
Financial Management	Level 5			
Manpower Planning	Level 5			
People Management	Level 5			
Quality and Audit Management	Level 5			
Risk Management	Level 5			
Social Sector Policy Influence	Level 5			
Stakeholder Management	Level 5			
Strategy Implementation	Level 5			
Strategy Planning	Level 5			
Trends Evaluation and Application	Level 5			
Workplace Safety and Health	Level 4			

Director

JOB ROLE DESCRIPTION

The Director works in the field of youth work management. He/She should have expertise and experience in domains under social work management in order to supervise strategic initiatives, corporate governance, resource management, organisation and capability development. He develops and reviews framework for the organisation's operating guidelines and standards, directs the implementation of corporate policies in accordance with governance regulations and drives improvements to the service delivery and operational efficiency. He is responsible for developing resource allocation and human resource management systems as well as fostering collaborations with external agencies.

A highly experienced management staff who possesses excellent management and leadership skills, the Director is insightful and works in institutional settings, communities, Voluntary Welfare Organisations and hospitals. He also works in collaboration with other agencies and ministries in his course of work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Change Management	Level 6	Leadership	Advanced
Corporate Governance	Level 5	Decision Making	Advanced	
Department Performance Management	Level 6	Global Mindset	Advanced	
Diversity Awareness and Management	Level 6	Communication	Advanced	
Emergency Response and Crisis Management	Level 6	Developing People	Advanced	
Ethics, Values and Legislation	Level 6			
Financial Management	Level 5			
Manpower Planning	Level 6			
People Management	Level 6			
Quality and Audit Management	Level 5			
Risk Management	Level 6			
Social Sector Policy Influence	Level 6			
Stakeholder Management	Level 6			
Strategy Implementation	Level 5			
Strategy Planning	Level 6			
Trends Evaluation and Application	Level 6			
Workplace Safety and Health	Level 4			

Care and Programmes



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Assistant Lead of the Therapeutic Group Home

Muhammad Farhan Bin Kamsani
Boys' Town

PATIENCE AND PASSION

Farhan's job role in Boys' Town is managing, coaching and supervising a team of duty officers in providing therapeutic care to youths aged 12 to 16 years old, who have experienced acute or complex trauma. At the same time, he also ensures a conducive and nurturing environment for healthy youth development.

An introvert when young, Farhan did not have many friends, but picked up guitar playing through a friend. Music helped him find a channel to express his thoughts and feelings, and he was motivated to help socially and emotionally disadvantaged youths so they can better integrate into society.

His three and a half years of experience helped him realise that patience and passion are required to perform well at this job. Patience because results do not come easy, and one has to stay committed and driven. And passion because without it, the quality of the outcome will be adversely impacted.

His biggest challenge is to remember to self-care. More often than not, he noted that one can be so emotionally involved in a case that one may overlook the need to take care of oneself. Farhan feels that everyone needs to be emotionally and physically fit to do their job well. That is why he allocates one day a week to just take a step back, play some music and simply unwind.

The job can also be very rewarding and one such memorable moment was when a youth returned to thank him for being hard on him when he was with the home. He can now fully understand why Farhan and his team were such strong advocates of certain discipline structures and values.

"The Skills Framework for Social Service provides details on career progression pathways that one can choose in the social service sector. I am able to explain to my team and illustrate clearly the different job roles, tasks and the relevant skills one needs to equip themselves and plan for their career development in the social service sector", shares Farhan.

"The Skills Framework for Social Service has helped shed some light on progression paths that one can take in the social service sector. It illustrates clearly the different job scopes individuals can look forward to upon embarking on a career in the social service sector."

Social Service Assistant

JOB ROLE DESCRIPTION

The Social Service Assistant supports interventions for clients. He/She accompanies social service professionals on client visits and accompanies clients to and from their appointments activities. He provides administrative and logistical support for the implementation of programmes and supports the organisation of core programmes and services. He provides support for the implementation of the organisation's outreach plans and identifies potential platforms for outreach that are used by the target client group. He also supports the implementation of relevant frameworks, protocols and procedures in his own area of work.

A proactive, resourceful and client-centric individual, the Social Service Assistant works in various Voluntary Welfare Organisations, communities and institutional settings.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Care Assistance	Level 1	Communication	Intermediate
Client Supervision	Level 1	Interpersonal Skills	Basic	
Conflict Management	Level 1	Teamwork	Basic	
Diversity Awareness and Management	Level 2	Service Orientation	Basic	
Ethics, Values and Legislation	Level 1	Problem Solving	Basic	
Intervention Implementation	Level 1			
Reflexive Practice	Level 1			
Resilience and Self-care	Level 1			
Social Service Programme Development	Level 2			
Social Service Programme Evaluation	Level 1			
Social Service Programme Implementation	Level 1			
Stakeholder Management	Level 1			
Support Service to Children and Youths	Level 1			
Support Service to Persons with Disabilities	Level 1			
Support Service to Seniors	Level 1			
Volunteer Programme Evaluation	Level 2			
Volunteer Programme Management	Level 1			
Volunteer Recruitment	Level 1			

Care Staff

JOB ROLE DESCRIPTION

The Care Staff provides personal care assistance to clients in their daily living and performs tasks according to the care plans developed by social service and/or healthcare professionals. He/She maintains up-to-date documentation of clients' conditions and care treatments and also provides inputs for the development and review of care plans. He ensures house rules are followed by clients and recommends measures to mitigate risk to the clients. He conducts activities for clients to promote independence, health, wellness, and quality of life and provides guidance to clients on personal and social skills, academics or work skills.

A caring, patient and responsible professional, the Care Staff works in various Voluntary Welfare Organisations, communities and institutional settings.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Care Assistance	Level 1 & 2	Communication	Intermediate
Client Supervision	Level 1 & 2	Interpersonal Skills	Intermediate	
Collaborative Practices Across Disciplines and Sectors	Level 2	Teamwork	Basic	
Conflict Management	Level 2	Problem Solving	Intermediate	
Diversity Awareness and Management	Level 2	Service Orientation	Basic	
Emergency Response and Crisis Management	Level 1 & 2			
Ethics, Values and Legislation	Level 1 & 2			
Group Work Assessment and Planning	Level 2			
Group Work Evaluation	Level 2			
Group Work Intervention	Level 2			
Intervention Implementation	Level 1 & 2			
Para-Counselling	Level 1			
Reflexive Practice	Level 1 & 2			
Resilience and Self-care	Level 1 & 2			
Social Service Programme Development	Level 2			
Social Service Programme Evaluation	Level 1 & 2			
Social Service Programme Implementation	Level 1 & 2			
Stakeholder Management	Level 1 & 2			
Support Service to Children and Youths	Level 1 & 2			
Support Service to Persons with Disabilities	Level 1 & 2			
Support Service to Seniors	Level 1 & 2			
Trends Evaluation and Application	Level 2			

Senior Care Staff

JOB ROLE DESCRIPTION

The Senior Care Staff supervises the provision of care to clients. He/She supervises the performance of tasks in care plans by care team members and provides input in the development and review of care plans with social service and/or healthcare professionals. He also supervises the daily operations and maintenance of the care environment and advises on measures to ensure clients observe house rules. He designs activities for clients to promote independence, health, wellness, and quality of life and monitors operations to ensure adherence to relevant statutory requirements and organisational policies.

A resourceful, proactive and responsible professional who possesses good leadership and team management skills, the Senior Care Staff works in various Voluntary Welfare Organisations, communities and institutional settings.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Care Assistance	Level 3	Communication	Advanced
Client Supervision	Level 3	Interpersonal Skills	Advanced	
Collaborative Practices Across Disciplines and Sectors	Level 3	Problem Solving	Intermediate	
Conflict Management	Level 3	Decision Making	Intermediate	
Diversity Awareness and Management	Level 3	Leadership	Intermediate	
Emergency Response and Crisis Management	Level 3			
Ethics, Values and Legislation	Level 3			
Group Work Assessment and Planning	Level 3			
Group Work Evaluation	Level 3			
Group Work Intervention	Level 3			
Intervention Implementation	Level 3			
Para-Counselling	Level 2			
Practice Supervision	Level 3			
Professional Consultation	Level 3			
Reflexive Practice	Level 3			
Resilience and Self-care	Level 3			
Social Sector Policy Influence	Level 3			
Social Service Programme Development	Level 3			
Social Service Programme Evaluation	Level 3			
Social Service Programme Implementation	Level 3			
Stakeholder Management	Level 3			
Support Service to Children and Youths	Level 3			
Support Service to Persons with Disabilities	Level 3			
Support Service to Seniors	Level 3			
Trends Evaluation and Application	Level 3			

Programme Coordinator/Programme Executive

JOB ROLE DESCRIPTION

The Programme Coordinator/Programme Executive conducts programmes to suit the needs of the clients and coordinates these programmes. He/She identifies areas of improvements in these programmes, implements quality control and compliance measures and develops information materials for distribution to clients and volunteers. He plans the manpower roster for each programme and guides volunteers in executing programme activities. He coordinates with other organisations to execute programmes, manages communications and feedback from stakeholders and conducts outreach activities to other organisations and the community.

A resourceful, proactive, responsible and client-centric professional, the Programme Coordinator/Programme Executive works in various Voluntary Welfare Organisations, communities and institutional settings.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 2	Communication	Intermediate
	Diversity Awareness and Management	Level 2	Teamwork	Basic
	Ethics, Values and Legislation	Level 2	Interpersonal Skills	Basic
	Social Sector Policy Influence	Level 2	Problem Solving	Basic
	Social Service Programme Development	Level 2	Service Orientation	Basic
	Social Service Programme Evaluation	Level 2		
	Social Service Programme Implementation	Level 2		
	Stakeholder Management	Level 2		
	Trends Evaluation and Application	Level 2		

Programme Manager

JOB ROLE DESCRIPTION

The Programme Manager develops programmes to suit the needs of clients and oversees the execution of these programmes. He/She manages the risk and quality of the programmes, monitors programme expenses to ensure they are within the budget and reviews information materials that are for distribution to clients and volunteers. He determines the volunteer needs for programmes and guides junior staff and volunteers in executing programme activities. He also collaborates with other organisations to develop programmes and develops community outreach plans to target client groups, external agencies, organisations and the community.

A client-centric, resourceful, proactive professional who possesses leadership and team management skills, the Programme Manager is strategic in his approach and works in various Voluntary Welfare Organisations, communities and institutional settings.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 3 & 4	Interpersonal Skills	Advanced
	Diversity Awareness and Management	Level 3 & 4	Communication	Basic
	Ethics, Values and Legislation	Level 3 & 4	Leadership	Intermediate
	Social Sector Policy Influence	Level 3 & 4	Decision Making	Intermediate
	Social Service Programme Development	Level 3 & 4	Developing People	Intermediate
	Social Service Programme Evaluation	Level 3 & 4		
	Social Service Programme Implementation	Level 3 & 4		
	Stakeholder Management	Level 3 & 4		
	Trends Evaluation and Application	Level 3 & 4		

Volunteer Executive

JOB ROLE DESCRIPTION

The Volunteer Executive coordinates recruitment activities for volunteers and matches them to the appropriate programmes and clients based on programme requirements and the interest of volunteers. He/She trains volunteers and also conducts volunteer recognition and engagement programmes. He conducts needs analysis for volunteer programmes, implements risk mitigation measures as well as volunteer management policies and processes, and works with programme managers to develop the requirements for the volunteer profile. He also collaborates with social service organisations, community stakeholders, corporate partners and agencies for volunteer partnerships and maintains networks with local community service and grassroots organisations.

An organised and resourceful professional who possesses good people skills, the Volunteer Executive works in various Voluntary Welfare Organisations, communities and institutional settings.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 2	Communication	Intermediate
	Diversity Awareness and Management	Level 2	Interpersonal Skills	Basic
	Ethics, Values and Legislation	Level 2	Teamwork	Basic
	Social Sector Policy Influence	Level 3	Managing Diversity	Intermediate
	Stakeholder Management	Level 2	Resource Management	Basic
	Trends Evaluation and Application	Level 2		
	Volunteer Programme Evaluation	Level 2		
	Volunteer Programme Management	Level 2		
	Volunteer Recruitment	Level 2		
Volunteer Retention and Engagement	Level 2			

Volunteer Manager

JOB ROLE DESCRIPTION

The Volunteer Manager develops the recruitment strategy for volunteers and the reactivation strategy for passive volunteers. He/She evaluates volunteer management practices and develops volunteer training programmes as well as volunteer recognition and engagement programmes. He projects the organisation's requirements for volunteers, evaluates the effectiveness of volunteer partnerships and develops risk mitigation measures for volunteer programmes. He evaluates volunteer management policies and processes and leads their implementation. He identifies opportunities for collaborations with social service organisations, community stakeholders, corporate partners and agencies and drives engagement with key stakeholders through various platforms, working in conjunction with corporate communications.

An adaptable, resourceful and resilient professional who possesses good leadership and stakeholder management skills, the Volunteer Manager works in various Voluntary Welfare Organisations, communities and institutional settings.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 3 & 4	Communication	Advanced
	Diversity Awareness and Management	Level 3 & 4	Interpersonal Skills	Intermediate
	Ethics, Values and Legislation	Level 3 & 4	Leadership	Intermediate
	Social Sector Policy Influence	Level 3 & 4	Developing People	Intermediate
	Stakeholder Management	Level 3 & 4	Decision Making	Advanced
	Trends Evaluation and Application	Level 3 & 4		
	Volunteer Programme Evaluation	Level 3 & 4		
	Volunteer Programme Management	Level 3 & 4		
	Volunteer Recruitment	Level 3 & 4		
Volunteer Retention and Engagement	Level 3 & 4			



Counselling Psychologist

Madhavi Manickavasagam
SUN-DAC

TOUCHING LIVES THROUGH PSYCHOLOGY

Psychologist Madhavi takes pride in her job working with adults with intellectual disability and other disabilities including Autism Spectrum Disorder, Down Syndrome and Cerebral Palsy. She assesses the adults for behavioural and mental health issues that may affect their wellbeing and works with the direct care staff and therapists to provide behavioural support for those adults who have challenging behaviours by discussing strategies or interventions.

Having worked at the Day Activity Centre for two and a half years, Madhavi considers building trust and confidence with her team to be her biggest challenge. However, she proved herself by being open to learning and understanding the environment, resources and challenges on the ground. Also, many of the individuals that she works with have severe intellectual disability and limited speech or atypical ways of communicating. Hence, by working closely with the direct care staff, who typically spend more time with these individuals, Madhavi was able to learn useful information about their needs.

One of Madhavi's most memorable clients was a young man diagnosed with an intellectual disability and Autism Spectrum Disorder. The staff at the centre were struggling to provide care and support as there were daily occurrences of tantrums and aggressive behaviour. Madhavi worked with the young man and managed to get him to express his needs more clearly. She uncovered strengths and interests that were

not known previously and used these discoveries to get him engaged in community-based events. These activities improved his quality of life and the results motivated Madhavi greatly. "Such instances encourage me to continue collaborating and working with this wonderful group of clients, which make my work all the more worthwhile".

Although Madhavi has the necessary skills and relevant experience, she is determined to acquire further knowledge in her field and has a long-term goal of heading a voluntary welfare organisation. "The Skills Framework will allow me to make better decisions about the courses and skills that would be the best fit for me to progress as a psychologist. It would also help me look out for opportunities at my workplace that would provide the necessary experience to reach the level of a Senior Psychologist", she explains.

"It is very gratifying and fulfilling when you see the person you work with making progress towards their goals."

Associate Psychologist

JOB ROLE DESCRIPTION

The Associate Psychologist assists in providing psychological services within multi-disciplinary settings, administering and scoring psychological assessments and assists in conducting basic therapeutic procedures for clients with routine psychological conditions. He/She assists in data collection and analysis to support research studies and conducts psychoeducational programmes.

A resourceful and proactive professional, the Associate Psychologist works in varied settings such as public and private institutions, hospitals, healthcare and Voluntary Welfare Organisations. He works under supervision and as part of a collaborative team with other professionals in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 3	Communication	Basic
Diversity Awareness and Management	Level 3	Interpersonal Skills	Basic	
Emergency Response and Crisis Management	Level 3	Teamwork	Basic	
Ethics, Values and Legislation	Level 3	Service Orientation	Basic	
Practice Evaluation	Level 3	Sense Making	Basic	
Practice Supervision	Level 3			
Professional Consultation	Level 3			
Psychological Assessment	Level 3			
Psychological Formulation	Level 3			
Psychological Intervention	Level 3			
Reflexive Practice	Level 3			
Report Writing	Level 2			
Research Data Analysis	Level 3			
Research Data Collection and Management	Level 3			
Research Design	Level 3			
Resilience and Self-Care	Level 3			
Social Sector Policy Influence	Level 3			
Stakeholder Management	Level 3			
Trends Evaluation and Application	Level 3			

Psychologist

JOB ROLE DESCRIPTION

The Psychologist provides psychological services within multi-disciplinary settings, applying a wide array of psychometric assessments and treatments for clients with routine psychological conditions. He/She conducts psychoeducational programmes and training for other professionals.

He is a resourceful, proactive and collaborative professional, and works in varied settings such as public and private institutions, hospitals, healthcare and Voluntary Welfare Organisations. He works under supervision and in collaboration with other professionals in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 3	Communication	Intermediate
Diversity Awareness and Management	Level 3	Interpersonal Skills	Basic	
Emergency Response and Crisis Management	Level 3	Teamwork	Intermediate	
Ethics, Values and Legislation	Level 3	Problem Solving	Intermediate	
Practice Evaluation	Level 3	Service Orientation	Basic	
Practice Supervision	Level 3			
Professional Consultation	Level 3			
Psychological Assessment	Level 3			
Psychological Formulation	Level 3			
Psychological Intervention	Level 3			
Reflexive Practice	Level 3			
Report Writing	Level 3			
Research Data Analysis	Level 3			
Research Data Collection and Management	Level 3			
Research Design	Level 3			
Resilience and Self-Care	Level 3			
Social Sector Policy Influence	Level 3			
Stakeholder Management	Level 3			
Trends Evaluation and Application	Level 3			

Senior Psychologist

JOB ROLE DESCRIPTION

The Senior Psychologist provides psychological assessments and interventions for clients within multi-disciplinary settings and manages complex cases with medico-legal and forensic implications. He/She complements services provided by other professionals and ensures psychological services are delivered in accordance to organisational standards.

An independent professional with excellent collaborative skills, the Senior Psychologist works in varied settings such as public and private institutions, hospitals, healthcare and Voluntary Welfare Organisations. He provides supervision for junior psychologists and conducts trainings for other professionals and also collaborates with other professionals in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 4	Interpersonal Skills	Intermediate
Diversity Awareness and Management	Level 4	Communication	Intermediate	
Emergency Response and Crisis Management	Level 4	Decision Making	Intermediate	
Ethics, Values and Legislation	Level 4	Service Orientation	Intermediate	
Practice Evaluation	Level 4	Teamwork	Intermediate	
Practice Supervision	Level 4			
Professional Consultation	Level 4			
Psychological Assessment	Level 4			
Psychological Formulation	Level 4			
Psychological Intervention	Level 4			
Reflexive Practice	Level 4			
Report Writing	Level 4			
Research Data Analysis	Level 4			
Research Data Collection and Management	Level 4			
Research Design	Level 4			
Resilience and Self-Care	Level 4			
Social Sector Policy Influence	Level 4			
Stakeholder Management	Level 4			
Trends Evaluation and Application	Level 4			

Principal Psychologist

JOB ROLE DESCRIPTION

The Principal Psychologist manages the day-to-day operations of the psychology department. He/She provides psychological services within multi-disciplinary settings and is able to manage complex cases with medico-legal and forensic implications. He provides specialised knowledge and expertise at national and international forums and leads initiatives to improve psychological services, delivery and models of care.

An experienced professional with good team management and interpersonal skills, the Principal Psychologist works in varied settings such as public and private institutions, hospitals, polyclinics, and Voluntary Welfare Organisations. He also leads collaborative teams with other professionals in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 5	Interpersonal Skills	Advanced
Diversity Awareness and Management	Level 5	Leadership	Advanced	
Emergency Response and Crisis Management	Level 5	Communication	Advanced	
Ethics, Values and Legislation	Level 5	Developing People	Advanced	
Practice Evaluation	Level 5	Decision Making	Advanced	
Practice Supervision	Level 5			
Professional Consultation	Level 5			
Psychological Assessment	Level 5			
Psychological Formulation	Level 5			
Psychological Intervention	Level 5			
Reflexive Practice	Level 5			
Report Writing	Level 5			
Research Data Analysis	Level 5			
Research Data Collection and Management	Level 5			
Research Design	Level 5			
Resilience and Self-Care	Level 5			
Social Sector Policy Influence	Level 5			
Stakeholder Management	Level 5			
Trends Evaluation and Application	Level 5			

Senior Principal Psychologist

JOB ROLE DESCRIPTION

The Senior Principal Psychologist leads, develops and implements psychological services in the organisation and in a relevant sector or industry, and also contributes to policy development. He/She provides psychological services within multi-disciplinary settings and manages complex cases with medico-legal and forensic implications. He provides his specialised knowledge and expertise at national and international forums and works in active collaboration with external partners and agencies in the social sector to deliver and improve care and services.

An experienced professional with strong leadership, team management and interpersonal skills, the Senior Principal Psychologist works in varied settings such as public and private institutions, hospitals, healthcare and Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 6	Leadership	Advanced
Diversity Awareness and Management	Level 6	Developing People	Advanced	
Emergency Response and Crisis Management	Level 6	Interpersonal Skills	Advanced	
Ethics, Values and Legislation	Level 6	Communication	Advanced	
Practice Evaluation	Level 6	Decision Making	Advanced	
Practice Supervision	Level 6			
Professional Consultation	Level 6			
Psychological Assessment	Level 6			
Psychological Formulation	Level 6			
Psychological Intervention	Level 6			
Reflexive Practice	Level 6			
Report Writing	Level 5			
Research Data Analysis	Level 6			
Research Data Collection and Management	Level 6			
Research Design	Level 6			
Resilience and Self-Care	Level 6			
Social Sector Policy Influence	Level 6			
Stakeholder Management	Level 6			
Trends Evaluation and Application	Level 6			

Chief Psychologist

JOB ROLE DESCRIPTION

The Chief Psychologist provides leadership in the development and implementation of psychological services of the organisation and at the national level. He/She conceptualises new psychological services and leads improvement projects to enhance service delivery. He provides psychological services within multi-disciplinary settings and manages complex cases with medico-legal and forensic implications. He provides thought and practice leadership for psychological services and policies, and fosters partnerships with external organisations and agencies to deliver and improve care and services.

An expert in the field of psychological practice with strong leadership skills and the ability to influence and build effective relationships with internal and external stakeholders, the Chief Psychologist works in varied settings such as government-linked ministries and at the cluster level in hospitals.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 6	Communication	Advanced
Diversity Awareness and Management	Level 6	Interpersonal Skills	Advanced	
Emergency Response and Crisis Management	Level 6	Teamwork	Advanced	
Ethics, Values and Legislation	Level 6	Service Orientation	Advanced	
Practice Evaluation	Level 6	Sense Making	Advanced	
Practice Supervision	Level 6			
Professional Consultation	Level 6			
Psychological Assessment	Level 6			
Psychological Formulation	Level 6			
Psychological Intervention	Level 6			
Reflexive Practice	Level 6			
Report Writing	Level 5			
Research Data Analysis	Level 6			
Research Data Collection and Management	Level 6			
Research Design	Level 6			
Resilience and Self-Care	Level 6			
Social Sector Policy Influence	Level 6			
Stakeholder Management	Level 6			
Trends Evaluation and Application	Level 6			

Research Psychologist

JOB ROLE DESCRIPTION

The Research Psychologist conducts research activities to support research projects, develops research designs and hypotheses, and conducts literature reviews, data collection and data analyses. He/She drafts research papers and presents research findings and posters at national and international conferences. He guides junior research staff and contributes to professional sharing within the team.

A resourceful and proactive researcher, the Research Psychologist works in varied settings such as government ministries, hospitals, healthcare and Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 4	Teamwork	Intermediate
Diversity Awareness and Management	Level 4	Computational Thinking	Intermediate	
Ethics, Values and Legislation	Level 4	Problem Solving	Intermediate	
Research Data Analysis	Level 4	Sense Making	Intermediate	
Research Data Collection and Management	Level 4	Communication	Basic	
Research Design	Level 4			
Research Findings Communication	Level 4			
Research into Professional Practice Translation	Level 4			
Social Sector Policy Influence	Level 4			
Stakeholder Management	Level 4			
Trends Evaluation and Application	Level 4			

Senior Research Psychologist

JOB ROLE DESCRIPTION

The Senior Research Psychologist conducts research activities, develops research designs and hypotheses and conducts literature reviews, data collection and data analyses. He/She ensures research is conducted in accordance to ethical standards, drafts funding proposals and research papers and presents findings and posters at national and international conferences. He also guides junior research staff and supports the professional development of research staff.

A researcher who can work independently and is meticulous and analytical in his approach, the Senior Research Psychologist works in varied settings such as government ministries, hospitals, healthcare and Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 4	Sense Making	Advanced
	Diversity Awareness and Management	Level 4	Problem Solving	Intermediate
	Ethics, Values and Legislation	Level 4	Computational Thinking	Intermediate
	Research Data Analysis	Level 4	Teamwork	Intermediate
	Research Data Collection and Management	Level 4	Communication	Intermediate
	Research Design	Level 4		
	Research Findings Communication	Level 4		
	Research into Professional Practice Translation	Level 4		
	Social Sector Policy Influence	Level 4		
	Stakeholder Management	Level 4		
Trends Evaluation and Application	Level 4			

Principal Research Psychologist

JOB ROLE DESCRIPTION

The Principal Research Psychologist leads research teams and is responsible for conceptualising research programmes, planning and managing data collection, conducting analyses and data management across programmes. He/She supervises junior research staff and manages the professional development of research staff. He works in collaboration with professionals from direct practice to review applications of research findings to improve care services.

An experienced researcher with good team management, project management and coordination skills, the Principal Research Psychologist works in varied settings such as government ministries, hospitals, healthcare and Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 5	Leadership	Advanced
	Diversity Awareness and Management	Level 5	Resource Management	Advanced
	Ethics, Values and Legislation	Level 5	Communication	Advanced
	Research Data Analysis	Level 5	Developing People	Advanced
	Research Data Collection and Management	Level 5	Problem Solving	Advanced
	Research Design	Level 5		
	Research Findings Communication	Level 5		
	Research into Professional Practice Translation	Level 5		
	Social Sector Policy Influence	Level 5		
	Stakeholder Management	Level 5		
Trends Evaluation and Application	Level 5			

Senior Principal Research Psychologist

JOB ROLE DESCRIPTION

The Senior Principal Research Psychologist is accountable for providing the strategic direction and the planning and operations of a research branch, centre, or institute. He/She oversees implementation and conceptualisation of research programmes and supports senior management in policy development. He supervises multiple research teams in developing complex research designs and analyses and also oversees the professional development of research staff. He works in collaboration with professionals from direct practice to review applications of research findings to improve care services.

An experienced researcher with strong leadership, interpersonal and collaborative skills, the Senior Principal Research Psychologist works in varied settings such as government ministries, hospitals, healthcare and Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 6	Leadership	Advanced
	Diversity Awareness and Management	Level 6	Developing People	Advanced
	Ethics, Values and Legislation	Level 6	Transdisciplinary Thinking	Advanced
	Research Data Analysis	Level 6	Communication	Advanced
	Research Data Collection and Management	Level 6	Resource Management	Advanced
	Research Design	Level 6		
	Research Findings Communication	Level 6		
	Research into Practice Translation	Level 6		
	Social Sector Policy Influence	Level 6		
	Stakeholder Management	Level 6		
	Trends Evaluation and Application	Level 6		

Chief Research Psychologist

JOB ROLE DESCRIPTION

The Chief Research Psychologist is accountable for providing the strategic direction and the planning and operations of research services within the organisation and at the national level. He/She leads conceptualisation of research programmes at cross-division and national levels and drives evaluation and development of policy recommendations from research findings. He provides thought and practice leadership for research services within the social sector and at the national level.

An experienced researcher who possesses strong leadership skills and the ability to influence and build effective relationships with stakeholders, the Chief Research Psychologist works in varied settings such as government ministries and at the cluster level in hospitals.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 6	Leadership	Advanced
	Diversity Awareness and Management	Level 6	Global Mindset	Advanced
	Ethics, Values and Legislation	Level 6	Transdisciplinary Thinking	Advanced
	Research Data Analysis	Level 6	Managing Diversity	Advanced
	Research Data Collection and Management	Level 6	Developing People	Advanced
	Research Design	Level 6		
	Research Findings Communication	Level 6		
	Research into Practice Translation	Level 6		
	Social Sector Policy Influence	Level 6		
	Stakeholder Management	Level 6		
	Trends Evaluation and Application	Level 6		

Manager/Assistant Manager

JOB ROLE DESCRIPTION

The Manager/Assistant Manager contributes to the development of the annual work plan and assists in quality improvement projects. He/She conducts audits on the department's operations and processes. He also supports the implementation of policies, processes and standards for the conduct of new psychological treatments and practices. He assists in the development of training plans for continuing education programmes. He also maintains clinical resources, inventories and records. He supervises and manages junior officers in operational and/or research matters.

An independent individual who is proactive and possesses good collaborative skills, the Manager/Assistant Manager works in varied settings such as public and private institutions, hospitals, healthcare organisations and Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Change Management	Level 4	Interpersonal Skills	Intermediate
	Corporate Governance	Level 4	Communication	Intermediate
	Department Performance Management	Level 4	Teamwork	Basic
	Diversity Awareness and Management	Level 4	Problem Solving	Intermediate
	Emergency Response and Crisis Management	Level 4	Service Orientation	Intermediate
	Ethics, Values and Legislation	Level 4		
	Financial Management	Level 4		
	Manpower Planning	Level 4		
	People Management	Level 3		
	Quality and Audit Management	Level 4		
	Risk Management	Level 4		
	Social Sector Policy Influence	Level 4		
	Stakeholder Management	Level 4		
	Strategy Implementation	Level 4		
	Strategy Planning	Level 3		
	Trends Evaluation and Application	Level 4		
	Workplace Safety and Health	Level 3		

Assistant Director/Senior Manager

JOB ROLE DESCRIPTION

The Assistant Director/Senior Manager assists in the department's operations and ensures delivery of psychological services in accordance with operational strategies, policies and standards. He/She assists in budget planning and contributes to the development of the annual work plan for the department. He leads quality improvement projects to enhance psychological programmes and practices, and develops training plans for continuing education programmes. He also supervises and manages junior officers.

An experienced management staff with strong team management and problem-solving skills, the Assistant Director/Senior Manager is resourceful and practical in his approach and works in varied settings such as public and private institutions, hospitals, healthcare organisations and Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Change Management	Level 4	Interpersonal Skills	Intermediate
	Corporate Governance	Level 4	Communication	Intermediate
	Department Performance Management	Level 4	Leadership	Intermediate
	Diversity Awareness and Management	Level 4	Problem Solving	Intermediate
	Emergency Response and Crisis Management	Level 4	Developing People	Intermediate
	Ethics, Values and Legislation	Level 4		
	Financial Management	Level 4		
	Manpower Planning	Level 4		
	People Management	Level 4		
	Quality and Audit Management	Level 4		
	Risk Management	Level 4		
	Social Sector Policy Influence	Level 4		
	Stakeholder Management	Level 4		
	Strategy Implementation	Level 4		
	Strategy Planning	Level 4		
	Trends Evaluation and Application	Level 4		
	Workplace Safety and Health	Level 3		

Deputy Director/Senior Assistant Director

JOB ROLE DESCRIPTION

The Deputy Director/Senior Assistant Director assists in setting the team's strategic direction and developing the annual budget and work plans. He/She develops and implements the operational policies and processes to facilitate the execution of new psychological treatments and practices, and leads quality improvement projects to enhance psychological services. He monitors staff workload and Key Performance Indicators (KPIs) and oversees the professional development of staff in the team.

An experienced management staff with strong team management and project management skills, the Deputy Director/Senior Assistant Director is resourceful and practical in his approach. He works in varied settings such as public and private institutions, hospitals, healthcare organisations and Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Change Management	Level 5	Leadership	Advanced
	Corporate Governance	Level 5	Communication	Advanced
	Department Performance Management	Level 5	Decision Making	Advanced
	Diversity Awareness and Management	Level 5	Interpersonal Skills	Advanced
	Emergency Response and Crisis Management	Level 5	Developing People	Advanced
	Ethics, Values and Legislation	Level 5		
	Financial Management	Level 5		
	Manpower Planning	Level 5		
	People Management	Level 5		
	Quality and Audit Management	Level 5		
	Risk Management	Level 5		
	Social Sector Policy Influence	Level 5		
	Stakeholder Management	Level 5		
	Strategy Implementation	Level 5		
	Strategy Planning	Level 5		
	Trends Evaluation and Application	Level 5		
Workplace Safety and Health	Level 4			

Director

JOB ROLE DESCRIPTION

The Director heads the psychology department and is responsible for the development of the department's strategies, annual budget and work plans. He/She oversees the development and implementation of new operational policies and processes to ensure the execution of new psychological services are in accordance with clinical standards. He also oversees manpower planning, as well as the performance and professional development of staff in the department. He drives collaborations across organisations and at the national level.

An experienced management staff who possesses strong leadership skills and is able to build and leverage effective relationships with stakeholders, the Director is accountable, decisive and agile in responding to change. He works in varied settings such as public and private institutions, hospitals, healthcare organisations and Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Change Management	Level 6	Leadership	Advanced
	Corporate Governance	Level 6	Communication	Advanced
	Department Performance Management	Level 6	Decision Making	Advanced
	Diversity Awareness and Management	Level 6	Global Mindset	Advanced
	Emergency Response and Crisis Management	Level 6	Developing People	Advanced
	Ethics, Values and Legislation	Level 6		
	Financial Management	Level 5		
	Manpower Planning	Level 6		
	People Management	Level 6		
	Quality and Audit Management	Level 5		
	Risk Management	Level 6		
	Social Sector Policy Influence	Level 6		
	Stakeholder Management	Level 6		
	Strategy Implementation	Level 5		
	Strategy Planning	Level 6		
	Trends Evaluation and Application	Level 6		
Workplace Safety and Health	Level 4			

Principal Psychologist Educator

JOB ROLE DESCRIPTION

The Principal Psychologist Educator develops and delivers educational programmes in psychology and works in collaboration with professionals from direct practice and external organisations across sectors to develop training curricula, programmes and delivery methods for effective training delivery. He/She also facilitates the improvement and development of new educational services and supports capability development within the department and at an organisational level. He supervises and mentors junior staff in the delivery of educational programmes in psychology. He also works with professionals from direct practice and research to conceptualise and conduct education-related research.

An experienced professional who possesses strong facilitation and communication skills, the Principal Psychologist Educator is collaborative in his approach and works in varied settings such as ministries, public and private institutions, hospitals, healthcare and Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 5	Communication	Advanced
Diversity Awareness and Management	Level 5	Problem Solving	Intermediate	
Ethics, Values and Legislation	Level 5	Interpersonal Skills	Advanced	
Learning Framework Development	Level 5	Sense Making	Advanced	
Learning Programme Delivery	Level 5	Developing People	Advanced	
Learning Programme Design	Level 5			
Learning Programme Evaluation	Level 5			
Research Data Analysis	Level 5			
Research Data Collection and Management	Level 5			
Research Design	Level 5			
Research Findings Communication	Level 5			
Research into Practice Translation	Level 5			
Social Sector Policy Influence	Level 5			
Stakeholder Management	Level 5			
Trends Evaluation and Application	Level 5			

Senior Principal Psychologist Educator

JOB ROLE DESCRIPTION

The Senior Principal Psychologist Educator leads the strategic development of educational programmes in psychology to drive psychology-related education. He/She oversees the delivery of educational programmes and works in collaboration with external organisations and agencies to develop educational programmes in psychology. He oversees the quality of supervision and mentorship provided to junior staff in the delivery of educational programmes in psychology. He also oversees the conceptualisation and conduct of education-related research.

An experienced professional with excellent facilitation, communication and curriculum development skills, the Senior Principal Psychologist Educator is nurturing and collaborative in his approach and works in varied settings such as ministries, public and private institutions, hospitals, healthcare and Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Collaborative Practices Across Disciplines and Sectors	Level 6	Leadership	Advanced
Diversity Awareness and Management	Level 6	Communication	Advanced	
Ethics, Values and Legislation	Level 6	Developing People	Advanced	
Learning Framework Development	Level 6	Decision Making	Advanced	
Learning Programme Delivery	Level 5	Global Mindset	Advanced	
Learning Programme Design	Level 5			
Learning Programme Evaluation	Level 5			
Research Data Analysis	Level 6			
Research Data Collection and Management	Level 6			
Research Design	Level 6			
Research Findings Communication	Level 6			
Research into Practice Translation	Level 6			
Social Sector Policy Influence	Level 6			
Stakeholder Management	Level 6			
Trends Evaluation and Application	Level 6			



Early Intervention Teacher

Naomi Lee Shi En
Rainbow Centre, Singapore

ENTHUSIASM, RESPECT AND FLEXIBILITY

Naomi is an Early Intervention (EI) Teacher who teaches the Early Intervention programme at Rainbow Centre, working with children aged 6 years and below. Her cases have different disabilities, including Autism, Global Developmental Delay, Angelman Syndrome, Down Syndrome and others.

To help students become independent learners, Naomi facilitates learning and development by engaging individuals through learning strategies. Her scope of work also includes leading and managing classes with teachers, students, parents and caregivers. In addition, she supports and mentors teachers and equips parents, families, and caregivers in class with relevant strategies to encourage continuity to practice the skills that they have acquired.

Naomi has spent more than five years as an EI teacher and was motivated to be an EI teacher through her love for children. According to her, the core attributes for this job are enthusiasm, respect and flexibility – enthusiasm in helping children learn about their world, respect for the children knowing that EI teachers like herself play a key role in ensuring that the right communication foundation is laid, and flexibility in adapting to situations or learning styles as every child is unique in their own way.

The challenges on the job are many and varied, both in and out of the classroom. In class, she has to manage children with various disabilities and

learning needs. She also needs to build the trust of parents, caregivers, interns, volunteers and other teachers. Out of class, paperwork and administrative tasks are part of the job, coupled with coordinating with various stakeholders and working with caregivers.

To those who are considering a career in teaching disadvantaged children, she has this to say: “You will be amazed by what the children can teach you. It will be a wonderful and humbling journey. Being patient, fun-loving and having a sense of humour will help you take the ups and downs of every day in your stride.”

“The Skills Framework details the options for me to consider so that I can work and study at the same time. Hence, I am more assured that I can better manage work-life balance.”

“You will be amazed by what the children can teach you. It will be a wonderful and humbling journey.”

Teacher Aide

JOB ROLE DESCRIPTION

The Teacher Aide assists in preparing teaching materials and resources. He/She provides support to early intervention teachers in teaching classes and implementing classroom management strategies. He also supports the delivery of interventions by other social service and/or healthcare professionals, as well as the implementation of centre initiatives, family and community initiatives and programmes.

The Teacher Aide is patient, thoughtful, calm, enjoys working with children and works in varied settings such as in early intervention teaching centres, student care centres, special education schools, and other Voluntary Welfare Organisations. He also works in a transdisciplinary team in his course of work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Care-giving	Level 1	Communication	Basic
	Child Functional Needs Assessment	Level 1	Teamwork	Basic
	Classroom Management	Level 1	Interpersonal Skills	Basic
	Diversity Awareness and Management	Level 2	Service Orientation	Basic
	Early Intervention Principles and Practices	Level 1	Managing Diversity	Basic
	Ethics, Values and Legislation	Level 1		
	Family and Caregiver Engagement	Level 1		
	Health, Safety and Nutrition	Level 1		
	Individualised Intervention Planning and Implementation	Level 1		
	Natural Learning Environment Design	Level 1		
	Resilience and Self-care	Level 1		
	Social Service Programme Development	Level 2		
	Social Service Programme Implementation	Level 1		
	Stakeholder Management	Level 1		

Beginning Early Intervention Teacher

JOB ROLE DESCRIPTION

The Beginning Early Intervention Teacher develops lessons plans and teaching materials and delivers lessons for children under supervision. He/She enriches children's learning through implementing curriculum and adopting developmentally appropriate teaching and classroom management strategies. He also creates quality natural learning environments and facilitates children's development and learning. He coordinates class-based activities with families, caregivers and other professionals and supports the delivery of centre initiatives, programmes and services. He also assists in identifying new intervention methods, tools and technology to improve centre services.

The Beginning Early Intervention Teacher is patient, thoughtful, calm, enjoys working with children, and works in varied settings such as in early intervention teaching centres, student care centres, special education schools, and other Voluntary Welfare Organisations. He also works in a transdisciplinary team in his course of work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Care-giving	Level 2	Communication	Intermediate
Child Functional Needs Assessment	Level 2	Interpersonal Skills	Basic	
Classroom Management	Level 2	Teamwork	Basic	
Collaborative Practices Across Disciplines and Sectors	Level 2	Service Orientation	Basic	
Diversity Awareness and Management	Level 2	Creative Thinking	Basic	
Early Intervention Principles and Practices	Level 2			
Emergency Response and Crisis Management	Level 2			
Ethics, Values and Legislation	Level 2			
Family and Caregiver Engagement	Level 2			
Health, Safety and Nutrition	Level 2			
Individualised Intervention Planning and Implementation	Level 2			
Natural Learning Environment Design	Level 2			
Reflexive Practice	Level 2			
Resilience and Self-care	Level 2			
Social Service Programme Development	Level 2			
Social Service Programme Evaluation	Level 2			
Social Service Programme Implementation	Level 2			
Stakeholder Management	Level 2			
Trends Evaluation and Application	Level 2			

Early Intervention Teacher

JOB ROLE DESCRIPTION

The Early Intervention Teacher integrates a range of teaching and learning approaches and identifies new approaches to conduct lessons for children. He/She enriches children's learning through implementing curriculum, and adapting and integrating developmentally appropriate teaching and classroom management strategies. He also creates quality natural learning environments and facilitates children's development and learning. He partners with families and caregivers and coordinates with community stakeholders, volunteers and social service providers to support the delivery of centre initiatives, programmes and services. He also carries out data collection for research projects.

A junior professional who is nurturing, empathetic and loves working with children, the Early Intervention Teacher works in varied settings such as in early intervention teaching centres, student care centres, special education schools, and other Voluntary Welfare Organisations. He also works in a transdisciplinary team in the course of his work.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Care-giving	Level 3	Communication	Intermediate
Child Functional Needs Assessment	Level 3	Teamwork	Basic	
Classroom Management	Level 3	Interpersonal Skills	Intermediate	
Collaborative Practices Across Disciplines and Sectors	Level 3	Problem Solving	Intermediate	
Diversity Awareness and Management	Level 3	Service Orientation	Intermediate	
Early Intervention Principles and Practices	Level 3			
Emergency Response and Crisis Management	Level 3			
Ethics, Values and Legislation	Level 3			
Family and Caregiver Engagement	Level 3			
Health, Safety and Nutrition	Level 3			
Individualised Intervention Planning and Implementation	Level 3			
Natural Learning Environment Design	Level 3			
Practice Supervision	Level 3			
Professional Consultation	Level 3			
Reflexive Practice	Level 3			
Research Data Collection and Management	Level 3			
Resilience and Self-care	Level 3			
Social Sector Policy Influence	Level 3			
Social Service Programme Development	Level 3			
Social Service Programme Evaluation	Level 3			
Social Service Programme Implementation	Level 3			
Stakeholder Management	Level 3			
Trends Evaluation and Application	Level 3			

Senior Early Intervention Teacher

JOB ROLE DESCRIPTION

The Senior Early Intervention Teacher oversees individual and group classes in coordination with other social service professionals, and designs and sets up quality natural learning environments. He/She leads the review of the children's learning progress and improves teaching and learning approaches to meet the developmental goals of children. He supports the design and evaluation of centre-wide curriculum, programmes, and teaching practices to improve learning outcomes. He develops outreach activities to promote the centre programmes and services and collaborates with community stakeholders, volunteers and social service providers to deliver programmes and services. He also conducts workshops for knowledge sharing and provides guidance to junior staff and supports the conceptualisation of relevant research projects and carry out data collection.

A nurturing, tactful, proactive professional who possesses strong team management skills, the Senior Early Intervention Teacher works in varied settings such as in early intervention teaching centres, student care centres, special education schools, and other Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Care-giving	Level 4	Communication	Advanced
Child Functional Needs Assessment	Level 4	Teamwork	Intermediate	
Classroom Management	Level 4	Interpersonal Skills	Intermediate	
Collaborative Practices Across Disciplines and Sectors	Level 4	Transdisciplinary Thinking	Advanced	
Diversity Awareness and Management	Level 4	Problem Solving	Advanced	
Early Intervention Principles and Practices	Level 4			
Emergency Response and Crisis Management	Level 4			
Ethics, Values and Legislation	Level 4			
Family and Caregiver Engagement	Level 4			
Health, Safety and Nutrition	Level 4			
Individualised Intervention Planning and Implementation	Level 4			
Natural Learning Environment Design	Level 4			
Practice Supervision	Level 4			
Professional Consultation	Level 4			
Reflexive Practice	Level 4			
Research Data Analysis	Level 3			
Research Data Collection and Management	Level 3			
Research Design	Level 3			
Research Findings Communication	Level 3			
Research into Professional Practice Translation	Level 3			
Resilience and Self-care	Level 4			
Social Sector Policy Influence	Level 4			
Social Service Programme Development	Level 4			
Social Service Programme Evaluation	Level 4			
Social Service Programme Implementation	Level 4			
Stakeholder Management	Level 4			
Trends Evaluation and Application	Level 4			

Lead Early Intervention Teacher

JOB ROLE DESCRIPTION

The Lead Early Intervention Teacher leads the development and implementation of centre-wide curriculum, programmes, and teaching practices. He/She develops the procedures and processes for the delivery of programmes, intervention methods and teaching practices. He coordinates cross-centre and cross-sector programmes with other social service organisations, institutions as well as corporate and community stakeholders and oversees engagements with families to facilitate exchange of information and resources. He also conducts trainings on evidence-based practices and provides supervision and mentorship to early intervention teachers and conceptualises and carries out relevant research work.

An experienced professional who is nurturing, sincere, and possesses strong project management and coordination skills, the Lead Early Intervention Teacher works in varied settings such as in early intervention teaching centres, student care centres, special education schools, and other Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Care-giving	Level 5	Communication	Advanced
Child Functional Needs Assessment	Level 5	Interpersonal Skills	Advanced	
Classroom Management	Level 5	Leadership	Intermediate	
Collaborative Practices Across Disciplines and Sectors	Level 5	Teamwork	Advanced	
Diversity Awareness and Management	Level 5	Transdisciplinary Thinking	Advanced	
Early Intervention Principles and Practices	Level 5			
Emergency Response and Crisis Management	Level 5			
Ethics, Values and Legislation	Level 5			
Family and Caregiver Engagement	Level 5			
Health, Safety and Nutrition	Level 5			
Individualised Intervention Planning and Implementation	Level 5			
Natural Learning Environment Design	Level 5			
Practice Supervision	Level 5			
Professional Consultation	Level 5			
Reflexive Practice	Level 5			
Research Data Analysis	Level 4			
Research Data Collection and Management	Level 4			
Research Design	Level 4			
Research Findings Communication	Level 3			
Research into Professional Practice Translation	Level 4			
Resilience and Self-care	Level 5			
Social Sector Policy Influence	Level 5			
Social Service Programme Development	Level 5			
Social Service Programme Evaluation	Level 5			
Social Service Programme Implementation	Level 5			
Stakeholder Management	Level 5			
Trends Evaluation and Application	Level 5			

Senior Lead Early Intervention Teacher

JOB ROLE DESCRIPTION

The Senior Lead Early Intervention Teacher provides leadership in the design, evaluation and implementation of centre-wide curriculum, programmes, and teaching practices. He/She drives cross-centre collaborations with other social service organisations, institutions, as well as corporate and community stakeholders to deliver programmes and services. He also leads the implementation of new intervention methods and practices to improve service delivery, and leads in relevant research work. He oversees the professional, training, and quality aspects for early intervention teachers, and provides supervision and mentorship to junior staff.

A highly experienced professional who possesses excellent leadership skills and the ability to build effective relationships with stakeholders, the Senior Lead Early Intervention Teacher works in varied settings such as in early intervention teaching centres, student care centres, special education schools, and other Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Care-giving	Level 5	Communication	Advanced
	Child Functional Needs Assessment	Level 5	Interpersonal Skills	Advanced
	Classroom Management	Level 6	Leadership	Advanced
	Collaborative Practices Across Disciplines and Sectors	Level 6	Developing People	Advanced
	Diversity Awareness and Management	Level 6	Decision Making	Advanced
	Early Intervention Principles and Practices	Level 6		
	Emergency Response and Crisis Management	Level 6		
	Ethics, Values and Legislation	Level 6		
	Family and Caregiver Engagement	Level 6		
	Health, Safety and Nutrition	Level 6		
	Individualised Intervention Planning and Implementation	Level 6		
	Natural Learning Environment Design	Level 6		
	Practice Supervision	Level 6		
	Professional Consultation	Level 6		
	Reflexive Practice	Level 6		
	Research Data Analysis	Level 5		
	Research Data Collection and Management	Level 5		
	Research Design	Level 5		
	Research Findings Communication	Level 5		
	Research into Professional Practice Translation	Level 5		
	Resilience and Self-care	Level 6		
	Social Sector Policy Influence	Level 6		
	Social Service Programme Development	Level 6		
	Social Service Programme Evaluation	Level 6		
	Social Service Programme Implementation	Level 6		
	Stakeholder Management	Level 6		
	Trends Evaluation and Application	Level 6		

Centre Manager

JOB ROLE DESCRIPTION

The Centre Manager is responsible for managing centre operations and provides leadership in strategic and operational planning. He/She leads the development of centre initiatives and improvements in systems, processes and operations for the effective delivery and quality of centre programmes and services. He also drives the development and implementation of policies, procedures and standards as well as risk management frameworks to ensure quality teaching, curriculum development and student well-being. He also oversees staff professional development, student enrolment and manpower requirements for the centre.

A highly experienced management staff who possesses strong leadership skills and the ability to build and leverage effective relationships with stakeholders, the Centre Manager works in varied settings such as in early intervention teaching centres, student care centres, special education schools, and other Voluntary Welfare Organisations.

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Change Management	Level 5	Leadership	Advanced
	Collaborative Practices Across Disciplines and Sectors	Level 5	Communication	Advanced
	Corporate Governance	Level 5	Decision Making	Advanced
	Department Performance Management	Level 5	Interpersonal Skills	Advanced
	Diversity Awareness and Management	Level 5	Resource Management	Advanced
	Emergency Response and Crisis Management	Level 5		
	Ethics, Values and Legislation	Level 5		
	Financial Management	Level 5		
	Manpower Planning	Level 5		
	People Management	Level 5		
	Quality and Audit Management	Level 5		
	Risk Management	Level 5		
	Social Sector Policy Influence	Level 5		
	Stakeholder Management	Level 5		
	Strategy Implementation	Level 5		
	Strategy Planning	Level 5		
	Trends Evaluation and Application	Level 5		
	Workplace Safety and Health	Level 4		

Therapy

Occupational Therapist

Occupational Therapists assess clients' needs, plan for and provide care, therapy and educational activities to help their clients to develop, recover or maintain their daily living and working skills. They work with people of all ages who have physical, sensory and/or cognitive impairments, as well as individuals with mental illnesses.

Physiotherapist

Physiotherapists assess clients' needs, and plan and implement individualised treatment and manual therapy interventions for their clients. Through their interventions, physiotherapists help clients to recover lost mobility, relieve pain, and improve muscle strength, and respiratory and mobility functions, so that they can be as independent as possible in their physical activities.

Speech and Language Therapist

Speech and Language Therapists assess clients' needs, and plan and implement therapy interventions help them overcome conditions that affect their ability to speak, eat and/or drink. Their clients comprise of a diverse range of individuals and include people with learning disabilities, deafness, dementia, a cleft palate and/or voice disorders.



Principal Occupational Therapist

Sabnam Ahmad Sultan

Thye Hua Kwan Moral Charities (THKMC)

A PASSION FOR PEOPLE

Sabnam's love for children has made her work experience of more than ten years fulfilling.

At THKMC, Sabnam oversees speech and language therapy, physiotherapy and occupational therapy service programmes in four centres across Singapore and is responsible for a caseload of 90 cases in the Tampines Early Intervention Programme for Infants and Children (EIPIC). She supervises the therapy team to provide effective assessment, group therapy, in-class support, and consultation to teachers on intervention for the family and child. She also facilitates the transdisciplinary approach to service delivery where all the disciplines in THKMC EIPIC work together periodically to collaborate, discuss, plan and implement educational and therapeutic goals to address parents' concerns using a client-centred approach. Additionally, she also leads the development of gross motor programmes for different cluster groups in collaboration with teachers.

"My passion for children with special needs pushes me to serve their needs better and identify new ways to help them and their families build strengths and capabilities", shares Sabnam.

The work pays off tremendously when Sabnam and her team of dedicated therapists see the children and their families at annual events such as the Children's Day celebrations. The annual event sees a turnout of 1,600 where all children, including former students, are invited with their families to join in the fun. "It is heartening for us to see the kids and their families

engage in fun activities. Seeing our former students' development and how they continue to grow and progress in their life journey is also very satisfying", she shares.

Sabnam feels that therapy providers like herself must continually upskill and acquire new knowledge and competencies. She intends to gain knowledge in early intervention and hopes to improve the delivery of care in Singapore through overseas study visits.

"The Skills Framework is an excellent guide for therapists to make informed decisions on their career paths and to understand the skills they need to acquire. This will help me to make the correct decisions to build specialised skills and knowledge."

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Skills Map for the three types of therapists are found in the Skills Framework for Healthcare. skillsfuture.sg/skills-framework/hc



Speech and Language Therapist

Chia Hui Xuan Joan
AWWA

HELPING PEOPLE IN ESSENTIAL AREAS OF LIFE

As a Speech and Language Therapist (SLT) in the school and community setting, Joan supports children with additional needs in mainstream schools to play, communicate and interact with their peers, teachers and family.

She works with children and youths from diverse backgrounds and needs either in one-on-one sessions, groups, or during in-class observation. Her team of dynamic professionals include Occupational Therapists, Physiotherapists, Speech and Language Therapists, Social Workers, Educational Guidance Officers, Psychologists as well as Teachers, Allied Educators, parents and caregivers.

Her role extends beyond working directly with her clients, from building blocks for communication and social skills, to collaborating with teachers and caregivers on how to be effective facilitators of change. She is also involved in the professional development of the SLT team, mentoring newly-qualified practitioners and student SLTs.

Joan has been practising for seven years, starting off at an acute hospital working with adults and now working with children and youths. Her first glimpse into SLT was observing her aunt, an SLT, working with an autistic child. This inspired her to want to help people to connect, communicate and to achieve success in the most fundamental areas of life.

“The desire to help others would be the key driving force, and accepting that our hard work will not always

be reciprocated is important,” Joan shares. Her biggest challenge lies in managing her own emotions and expectations, as very often, progression is slow for her clients. However, the rewards can be very memorable, as in the case of a client with speech and language difficulties that led to social anxiety. By participating in their social skills group, the client developed self-confidence and pleasantly surprised everyone when he volunteered to be the leader of the group after just six months.

For those contemplating a career as an SLT, Joan shares, “If you thrive in a dynamic environment of constant problem-solving, communicating, collaborating, self-improvement and exercising creativity, this might truly be an enjoyable profession for you. “I would use the Skills Framework as a roadmap to pursue one’s career goals, depending on broad areas of specialisation. There are relevant and updated info that outlines key skill areas to work on at each skill level proficiency in professional development.”

If you thrive in a dynamic environment of constant problem-solving, communicating, collaborating, self-improvement and exercising creativity, this might truly be an enjoyable profession for you.



Physiotherapist

Nurul Atiqah
SPD

ENRICHING AND HEALING THROUGH PHYSIOTHERAPY

Atiqah decided on a physiotherapy career as a young teenager when her grandfather suffered a stroke. Subsequently, she felt a strong calling to help the vulnerable and was determined to seek a career that would bring her great job satisfaction. Today, Atiqah works as a physiotherapist with SPD @ Toa Payoh. Besides doing clinical work such as conducting initial assessments and therapy for clients, she works with geriatric clients as well as adults with neurological and orthopaedic-related conditions. She also supervises new conditional registered physiotherapists who are fresh graduates.

Physiotherapy has its own set of challenges especially when clients have progressive medical conditions or when they have unrealistic expectations of their rehabilitation outcomes. Atiqah tries to help them understand their medical condition better by looking up articles relating to those areas. “In my opinion, one needs to have compassion, patience, empathy and good communication skills to perform well in this job. My clients are usually diagnosed with conditions that have a huge impact on their lives, so being sensitive is essential as they are undergoing difficult times”, Atiqah shares.

Naturally, Atiqah finds joy in seeing her clients being able to walk again or making physical improvement. She once had a client who relied on a wheelchair for mobility but after therapy, improved tremendously and could walk with some assistance upon being

discharged. Similarly, she remembers another client who was initially depressed about his condition when he first started therapy at SPD but was eventually able to walk without aid after six months of therapy.

Atiqah acknowledges that constant upgrading of knowledge and practical skills is critical for staying relevant, and already has plans to enrol in a Master’s programme in the future. She also intends to specialise in either palliative or neurorehabilitation following a keen interest in working with people diagnosed with oncology and neuro-related conditions such as cancer or stroke patients. “The Skills Framework points to areas that I need improvement in and guides me in building my capability as a clinician and supervisor to junior therapists. Hence, I can look for upskilling courses to close up the gaps and progress to the next level in my career”, she shares.

“The Skills Framework points to areas that I need improvement in and guides me in building my capability as a clinician and supervisor to junior therapists. Hence, I can look for upskilling courses to close up the gaps and progress to the next level in my career.”

Counselling

Counsellor

Counsellors work with persons individually or in groups to help them better understand their social-emotional and psychological needs. They attend to, listen and help clients to work through their emotions, develop skills and coping strategies to address personal and familial challenges. Counsellors also help clients to access resources and make referrals for other support services when necessary.

Special Education

Special Education Teacher

Special Education (SPED) Teachers work with children aged 7 and above who have moderate to severe special educational needs. SPED teachers design and deliver customised curricula based on the educational needs of their students. They assess the development of their students with reference to the Individualised Educational Plan (IEP). SPED teachers ensure the holistic development of their students and the attainment of the Living Learning Working outcomes. SPED teachers play an important roles in forging trusting and supporting partnerships with parents and the school community, to draw out the potential of every student.

Find out more about pursuing a career as a Counsellor or Special Education Teacher:
ncss.gov.sg/Social-Service-Tribe/Careers/Careers-Guide

Rehabilitative and Protective Services

Adult Protection Officer

Adult Protection Officers conduct investigations and respond to allegations of abuse, neglect and self-neglect. They carry out statutory functions related to the protection of Vulnerable Adults (VAs). This includes conducting home and agency visits, engaging perpetrators and carers on case directions, developing reintegration plans, implementing case plans and conducting periodic review of cases. Adult Protection Officers work closely with partners in the community and other agencies to ensure coordinated case management and the safety of VAs.

Child Protection Officer

Child Protection Officers undertake statutory responsibilities in responding to reports of child abuse and neglect. They help to identify immediate threats and risks to children, conduct social investigations, formulate assessments, determine suitable care arrangements and intervention plans for them and their family. By working collaboratively with vulnerable children and their families, community partners and key professionals, Child Protection Officers help to safeguard children from abuse and neglect, and enhance their well-being.

Probation Officer

Probation Officers conduct social investigations on offenders referred to MSF by the Judiciary, and ensure the enforcement of the Probation Order. During the Order period, the Probation Officer provides supervision and support to the probationer in partnership with the family and community. As part of the rehabilitation process, Probation Officers build good relationships with the community to strengthen the rehabilitative support available to help the offender reintegrate into society.

Social Assistance

Social Assistance Officer

Social Assistance Officers work in Social Service Offices and help needy clients to improve their circumstances by assessing their eligibility criteria for ComCare Schemes, processing ComCare applications and disbursing approved financial assistance. They also engage other social service and community organisations and government agencies to ensure that clients receive holistic support to meet their needs

Find out more about pursuing a career as a Adult Protection Officer, Child Protection Officer, Probation Officer or Social Assistance Officer: <https://www.msf.gov.sg/jobs-and-careers/Pages/default.aspx>

Overview of Technical Skills and Competencies

Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
Advocacy	Advocacy and Representation	Advance the interests of the marginalised and/or vulnerable within the community regardless of mode of delivery			●	●	●	●
Care Services	Care Assistance	Provide care, assistance and training in Activities of Daily Living (ADLs)	●	●	●			
	Client Supervision	Provide supervision and oversight of clients	●	●	●			
	Conflict Management	Build consensus and utilise knowledge of conflict management techniques to diffuse tensions and achieve resolutions effectively and maintain the best interests of the organisation		●	●			
	Intervention Implementation	Perform the appropriate interventions based on client's needs, conditions and care plan	●	●	●			
	Para-counselling	Provide para-counselling to clients within an agreed counselling framework	●	●				
	Support Service to Children and Youths	Provide support services to children and youths to ensure their overall well-being	●	●	●			
	Support Service to Persons with Disabilities	Identify and understand needs and concerns of people with physical, emotional, learning and intellectual disabilities and their families	●	●	●			
	Support Service to Seniors	Provide support services to seniors, their families and caregivers by identifying and understanding their needs and concerns	●	●	●			
	Casework	Case and Care Planning	Use different models and approaches for developing case and care plans to support clients' needs in accordance to organisational practices		●	●	●	●
Casework Evaluation		Evaluate effectiveness and efficiency of casework interventions		●	●	●	●	
Casework Intervention		Provide systematic approaches to casework interventions		●	●	●	●	
Early Intervention Care and Education	Care-giving	Provide quality care-giving to create a nurturing, caring and safe environment that supports children's learning and development	●	●	●	●	●	
	Child Functional Needs Assessment	Assess the child's functional needs for appropriate intervention	●	●	●	●	●	
	Classroom Management	Apply and adapt classroom management strategies to facilitate the delivery of interventions and achievement of desired functional outcomes	●	●	●	●	●	
	Early Intervention Principles and Practices	Understand and apply different approaches and models of Early Intervention childhood care and education, as well as the social dynamics of learning in an Early Intervention context	●	●	●	●	●	
	Family and Caregiver Engagement	Recognise the central role of the family in every child's life and develop strategies for family engagement, nurturing trust and rapport and building capabilities in them to co-deliver interventions	●	●	●	●	●	

Overview of Technical Skills and Competencies

Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
	Health, Safety and Nutrition	Understand health, safety, nutritional and hygiene standards and procedures, and implement the appropriate course of action to protect and support children	●	●	●	●	●	●
	Individualised Intervention Planning and Implementation	Develop and implement intervention plans that integrate the goals, needs, interests and capabilities of children with the desired functional outcomes	●	●	●	●	●	●
	Natural Learning Environment Design	Create natural and quality learning environments that promote the achievement of desired outcomes	●	●	●	●	●	●
General Management	Change Management	Initiate and facilitate organisational changes and business transformation initiatives			●	●	●	●
	Corporate Governance	Establish, guide and endorse organisation's corporate governance and compliance policy. This includes being aware of the regulatory frameworks and global leading practices in similar organisations			●	●	●	●
	Department Performance Management	Develop, implement and review department performance systems to meet strategic plans and objectives by establishing Key Performance Indicators (KPIs), tracking progress and addressing gaps			●	●	●	●
	Financial Management	Manage organisation's short and long-term financial needs. This involves reviewing an organisation's financial risk position and refining the finance and financial risk philosophy of the organisation			●	●	●	●
	Manpower Planning	Develop and implement manpower plans to support strategic and operational needs				●	●	●
	People Management	Manage the recruitment, performance and development of staff			●	●	●	●
	Quality and Audit Management	Ensure the quality of services adheres to standards and develop initiatives to enhance quality through systematic review of programmes and services against criteria and the implementation of changes			●	●	●	●
	Risk Management	Oversee compliance to policies, frameworks and procedures in the department to ensure the integrity of operations and manage risks			●	●	●	●
	Strategy Implementation	Develop implementation plans to achieve organisation and department strategies and goals			●	●	●	●
	Strategy Planning	Analyse and interpret the environment and develop department and organisation strategies and policies, in consultation with relevant stakeholders			●	●	●	●
Workplace Safety and Health	Establish a workplace safety and health system as well as maintain and comply with Workplace Safety and Health policies and procedures	●		●	●			

Overview of Technical Skills and Competencies

Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
Group Work	Group Work Assessment and Planning	Perform client assessments, develop and plan group work processes and specialised intervention strategies to achieve effective outcomes		●	●	●	●	●
	Group Work Evaluation	Evaluate group work processes and specialised intervention strategies for quality and effectiveness of outcomes		●	●	●	●	●
	Group Work Intervention	Deliver group work programmes and services to achieve effective outcomes		●	●	●	●	●
Learning Programme Development and Delivery	Learning Framework Development	Design and maintain a framework for identifying and meeting the learning needs of students, staff, professionals and the public.					●	●
	Learning Programme Delivery	Deliver learning experiences according to the profile and learning needs of the students, staff and/or professionals					●	●
	Learning Programme Design	Plan and design learning experiences that are intellectually and academically engaging while imparting skills and competencies in students, staff, professionals and the public					●	●
	Learning Programme Evaluation	Evaluate the effectiveness of learning experiences and modify the teaching approaches and materials accordingly					●	●
Professional Practice	Collaborative Practices Across Disciplines and Sectors	Understand services, contributions and perspectives from other organisations, settings, disciplines and professionals, and apply integrated approaches to deliver interventions to clients		●	●	●	●	●
	Diversity Awareness and Management	Apply awareness and sensitivity in working professionally with diverse individuals, groups and community		●	●	●	●	●
	Emergency Response and Crisis Management	Develop and implement emergency response and crisis management plans and policies, provide guidance on policies, plan development		●	●	●	●	●
	Ethics, Values and Legislation	Apply conduct, ethics, values and relevant legislation to uphold the integrity and reputation of the organisation and the profession	●	●	●	●	●	●
	Practice Supervision	Provide professional supervision to supervisees to develop their practice capabilities and competencies			●	●	●	●
	Professional Consultation	Provide guidance or professional assistance in response to requests from clients, other professionals, external organisations and the general public			●	●	●	●
	Reflexive Practice	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	●	●	●	●	●	●
	Resilience and Self-care	Understand the actions and activities that will enhance overall health and well-being to enable continued practice as a professional in the sector	●	●	●	●	●	●
	Social Sector Policy Influence	Understand policies applicable in the social sector as well as the process of policy development and influence their development and implementation			●	●	●	●

Overview of Technical Skills and Competencies

Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
	Stakeholder Management	Plan and implement strategies to build and manage constructive and positive relationships with stakeholders	●	●	●	●	●	●
	Trends Evaluation and Application	Keep abreast of current developments and trends, and apply domain knowledge to trends within the social sector		●	●	●	●	●
Programme Development and Implementation	Social Service Programme Development	Develop social service programmes using intervention concepts and frameworks that serve the needs of the clients and community		●	●	●	●	●
	Social Service Programme Evaluation	Evaluate the effectiveness of social service programmes in meeting the needs of the clients and community	●	●	●	●	●	●
	Social Service Programme Implementation	Implement effective social service programmes that serve the needs of the clients and community	●	●	●	●	●	●
Psychological Practice	Practice Evaluation	Evaluate current and emerging psychological services and initiatives for improvements, adaptations or adoption to advance professional practice			●	●	●	●
	Psychological Assessment	Select, apply and interpret psychological assessment methods and tools appropriate to the individuals and groups		●	●	●	●	●
	Psychological Formulation	Develop psychological formulations that are informed by theories and evidences about relevant individual, systemic, cultural and biological factors		●	●	●	●	●
	Psychological Intervention	Implement psychological therapy or other interventions appropriate to the presenting problems and the psychological, biological and social circumstances		●	●	●	●	●
	Report Writing	Integrate, organise and document the essential facts and observations of a case in a manner that is clear, coherent and in the best interest of the client		●	●	●	●	●
Research Practice	Research Data Analysis	Analyse research data, interpret results generated and link them to the research questions or related findings in scientific literature to derive new insights			●	●	●	●
	Research Data Collection and Management	Collect research data and manage research databases, including extracting required data and managing data storage			●	●	●	●
	Research Design	Evaluate existing research literature to understand the existing body of knowledge, identify gaps or issues, translate them into research questions and design research studies to investigate and test hypotheses			●	●	●	●
	Research Findings Communication	Communicate research findings effectively to the target audiences using communication methods in accordance to established standards in the scientific community			●	●	●	●
	Research into Professional Practice Translation	Review findings from research studies, formulate recommendations to inform gaps in policies, research and professional practice and translate research results into professional practices			●	●	●	●

Overview of Technical Skills and Competencies

Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
Social Policy	Social Policy Development	Develop social policies that are current, relevant and aligned to national priorities and social needs		●	●	●	●	●
	Social Policy Evaluation	Evaluate existing social policies to determine currency, relevance and alignment to national priorities and social needs			●	●	●	●
	Social Policy Formulation	Analyse research, social trends and impact of programmes and services to frame social policy issues and implications			●	●	●	●
	Social Policy Implementation	Manage the social policy implementation process to ensure alignment with the overarching policy intent		●	●	●	●	●
Volunteer Partnership	Volunteer Programme Evaluation	Evaluate the effectiveness of volunteer programmes in meeting its stated objectives		●	●	●		
	Volunteer Programme Management	Manage volunteer programmes, operations and logistics and develop volunteer programmes for the organisation	●	●	●	●		
	Volunteer Recruitment	Conduct volunteer recruitment activities	●	●	●	●		
	Volunteer Retention and Engagement	Conduct volunteer engagement and develop strategies to engage and retain volunteers		●	●	●		
Youth Engagement and Development	Mentoring for Youths	Provide guidance to youths to facilitate their holistic development		●	●	●	●	
	Youth Development	Apply the understanding of the development stages of youths in the context of youth work to develop strategies and approaches to safeguard and promote the best interests of youths		●	●	●	●	
	Youth Outreach	Interact and engage with youths in diverse settings through platforms and activities that interest them		●	●	●	●	

Overview of Technical Skills and Competencies

General Descriptors for Technical Skills and Competencies (TSCs)

Level	Responsibility (Degree of supervision and accountability)	Autonomy (Degree of decision-making)	Complexity (Degree of difficulty of situations and tasks)	Knowledge and Abilities (Required to support work as described under Responsibility, Autonomy and Complexity)
6	Accountable for significant area of work, strategy or overall direction	Empower to chart direction and practices within and outside of work (including professional field/ community), to achieve/ exceed work results	Complex	<ul style="list-style-type: none"> Synthesise knowledge issues in a field of work and the interface between different fields, and create new forms of knowledge Employ advanced skills, to solve critical problems and formulate new structures, and/or to redefine existing knowledge or professional practice Demonstrate exemplary ability to innovate, and formulate ideas and structures
5	Accountable for achieving assigned objectives, decisions made by self and others	Provide leadership to achieve desired work results; Manage resources, set milestones and drive work	Complex	<ul style="list-style-type: none"> Evaluate factual and advanced conceptual knowledge within a field of work, involving critical understanding of theories and principles Select and apply an advanced range of cognitive and technical skills, demonstrating mastery and innovation, to devise solutions to solve complex and unpredictable problems in a specialised field of work Manage and drive complex work activities
4	Work under broad direction Hold accountability for performance of self and others	Exercise judgment; Adapt and influence to achieve work performance	Less routine	<ul style="list-style-type: none"> Evaluate and develop factual and conceptual knowledge within a field of work Select and apply a range of cognitive and technical skills to solve non-routine/ abstract problems Manage work activities which may be unpredictable Facilitate the implementation of innovation
3	Work under broad direction May hold some accountability for performance of others, in addition to self	Use discretion in identifying and responding to issues, work with others and contribute to work performance	Less routine	<ul style="list-style-type: none"> Apply relevant procedural and conceptual knowledge, and skills to perform differentiated work activities and manage changes Able to collaborate with others to identify value-adding opportunities
2	Work with some supervision Accountable for a broader set of tasks assigned	Use limited discretion in resolving issues or enquiries. Work without frequently looking to others for guidance	Routine	<ul style="list-style-type: none"> Understand and apply factual and procedural knowledge in a field of work Apply basic cognitive and technical skills to carry out defined tasks and to solve routine problems using simple procedures and tools Present ideas and improve work
1	Work under direct supervision Accountable for tasks assigned	Minimal discretion required. Expected to seek guidance	Routine	<ul style="list-style-type: none"> Recall factual and procedural knowledge Apply basic skills to carry out defined tasks Identify opportunities for minor adjustments to work tasks

Overview of Generic Skills and Competencies

Generic Skills and Competencies (GSCs)

GSC	GSC Description	Proficiency Levels		
		Basic	Intermediate	Advanced
Communication	Convey and exchange thoughts, ideas and information effectively through various mediums and approaches.	Communicate information with others to respond to general inquiries and to obtain specific information.	Articulate and discuss ideas and persuade others to achieve common outcomes.	Negotiate with others to address issues and achieve mutual consensus.
Computational Thinking	Develop and use computational models, tools and techniques to interpret and understand data, solve problems and guide decision-making.	Use computational models, tools and techniques to identify patterns in a problem and develop a solution.	Modify existing computational models, tools and techniques to develop different solutions.	Develop and create computational models, tools and techniques to implement new solutions and apply to other problems.
Creative Thinking	Adopt a fresh perspective to combine ideas or information in new ways and make connections between seemingly unrelated fields to create new ideas and applications.	Connect ideas or information from related fields or applications to address an immediate issue.	Connect or combine ideas or information from unrelated fields or applications to generate multiple ideas to bring about a specific outcome.	Create original applications or ideas to reveal new possibilities and reshape goals through high level of innovativeness.
Decision Making	Choose a course of action from various alternatives using a reasoned process to achieve intended goals.	Make decisions of simple or routine nature to achieve intended goals using given information and guidelines.	Make decisions in a complex setting to achieve intended goals using a structured process and multiple sources of available information.	Make decisions in a volatile and ambiguous setting using a structured process and limited sources of available information to achieve intended goals.
Developing People	Help others to learn and develop their capabilities to enhance their performance and achieve personal or professional goals.	Use demonstration and explanation to teach a familiar task to inexperienced co-workers.	Provide coaching to others to develop their skills and knowledge on their jobs to enhance performance.	Provide mentorship to help others in their professional and personal development to improve performance and further their careers.
Digital Literacy	Use ICT tools, equipment and software to create, evaluate and share information digitally with others.	Perform basic functions using software programmes pertaining to computer operating systems and file management, and search online information.	Use available software features to create and edit documents, customise templates and reports and evaluate online information.	Use available software features to enhance documents, analyse and manipulate data, and use ICT to organise, share and communicate information clearly and coherently.
Global Mindset	Awareness of diversity across global cultures and markets. Seek opportunities to adopt successful practices and ideas.	Demonstrate understanding of global challenges and opportunities and how to transfer best practices across cultures. Respect cultural differences and needs of a diverse workforce.	Develop global networks and manage virtual relationships while balancing both local and global perspectives. Adopt a local and global perspective when making decisions.	Build the organisation's capabilities to compete in a global environment. Manage tension between corporate requirements, global and cultural differences.

Overview of Generic Skills and Competencies

Generic Skills and Competencies (GSCs)

GSC	GSC Description	Proficiency Levels		
		Basic	Intermediate	Advanced
Interpersonal Skills	Manage relationships efficiently and communicate with others effectively to achieve mutual consensus and outcomes.	Recognise own internal feelings and emotional states to manage interpersonal relationships in social situations.	Detect and decipher emotions of others to manage interpersonal relationships in social situations.	Influence, guide and handle others' emotions to build instrumental relationships and manage conflicts and disagreements.
Leadership	Lead others to achieve objectives in the most effective way. Provide an inclusive workplace that cultivates workplace relationships and teamwork, and foster the development of others.	Demonstrate professionalism to set a good example at peer level. Support others through own initiative and enthuse others through own positive and energetic approach.	Lead by example at team level. Encourage and guide others to adopt a point of view, make changes or take action. Provide a team environment that facilitates relationships building, teamwork and the development of others.	Lead by example at organisational level. Inspire, motivate and guide others to adopt a point of view, make changes or take action. Cultivate an open, cooperative and collaborative learning culture for the organisation.
Lifelong Learning	Seek out opportunities to enhance one's knowledge and skills. Access and acquire new knowledge and skills actively for continual learning.	Organise and manage own learning by setting learning targets. Identify learning approaches to achieve work or career goals.	Engage in collaborative learning by discussing one's learning with others and soliciting feedback to continually improve oneself.	Conduct self-reflective practices to review one's learning to facilitate continual growth in one's career or profession.
Managing Diversity	Work well with people from different ethnic, social, cultural and educational backgrounds and understand the concerns and interests of diverse work groups.	Demonstrate sensitivity to the cultural characteristics, values, beliefs, and behaviors of another ethnic or cultural group.	Build relationships with different ethnic or cultural groups by engaging in cross-cultural cooperative projects.	Manage conflicts arising from different ethnic or cultural groups and work effectively in cross-cultural settings.
Problem Solving	Generate feasible and efficient solutions to solve problems and capitalise on new opportunities.	Identify easily perceivable problems and follow given guidelines and procedures to solve the problems.	Identify less perceivable problems and use problem solving tools and techniques to solve the problems.	Anticipate potential problems beyond the current scope and apply higher order problem solving tools and techniques to turn problems into opportunities.
Resource Management	Efficient and effective deployment and allocation of resources when and where they are needed. Include planning, allocating and scheduling of resources to tasks, which typically include manpower, machines, money and materials.	Use resources to ensure optimum and efficient use of resources.	Deepen insights into the planning, allocation and deployment of resources to anticipate needs. Plan the allocation and deployment of resources efficiently and effectively.	Establish strategies for the allocation and deployment of resources efficiently and effectively.

Overview of Generic Skills and Competencies

Supporting Organisations and Acknowledgements

Generic Skills and Competencies (GSCs)

GSC	GSC Description	Proficiency Levels		
		Basic	Intermediate	Advanced
Sense Making	Organise and analyse data and information accurately to identify relationships and detect patterns and trends to gain insights for decision-making.	Identify relationships and linkages within different components of data.	Interpret data to uncover patterns and trends between various sources of data.	Analyse data relationships, patterns and trends to gain important insights and make informed decisions.
Service Orientation	Commit to exceeding both internal and external customers' needs. Proactively identify customer needs and sustain a culture of service excellence within the organisation.	Exceed customer needs and expectations and handle service challenges with a positive mindset. Demonstrate an understanding of the organisation's service vision, mission and values.	Anticipate customer needs and expectations and elicit feedback from customers to improve service. Build relationships with customers to create and sustain customer loyalty.	Model, lead, train and motivate staff with a focus on sustaining a culture that encourages commitment to service excellence and high performance.
Teamwork	Work collaboratively and effectively with others to contribute to group efforts to achieve identified objectives.	Contribute to a positive and cooperative working environment by fulfilling own responsibilities and providing support to co-workers to achieve team goals.	Facilitate work team activities, provide assistance and support needed by team members and promote ownership and commitment among team members to work goals to improve team performance.	Establish teams, design and assess tasks to continually improve team effectiveness and cultivate a sense of organisational ownership and a cooperative working environment.
Transdisciplinary Thinking	Understanding of concepts across multiple disciplines, with the capacity to synthesise the knowledge and insights to guide decisions and foster cooperation.	Research and adapt concepts from outside one's field of expertise to supplement one's core knowledge and proficiency.	Co-relate material from diverse knowledge bases to guide decisions and policy making. Participate in reflective and trans-disciplinary communities within and outside the organisation.	Synthesise knowledge and insights across disciplinary boundaries to aid strategic decisions and foster cooperation within and outside of the organisation.
Virtual Collaboration	Use online collaborative communication tools to work as teams to accomplish tasks or projects.	Participate and contribute in a virtual team. Set up appropriate online collaborative tools and supporting equipment.	Use interactive collaborative tools to foster cohesion and commitment among virtual team members to achieve goals. Keep up-to-date with innovative online collaborative tools and applications to enhance one's proficiency in engaging in virtual collaboration.	Leverage on diverse team talent, latest online collaborative technologies and virtual platforms to produce collaborative behaviour and achieve technological savviness in virtual collaboration.

We would like to thank the following organisations and partners for their support and contributions in the development and validation of the Skills Framework for Social Service.

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| AMKFSC Community Services Ltd | Loving Heart Multi-Service Centre |
| Association For Persons With Special Needs | Lutheran Community Care Services Ltd |
| Autism Association (Singapore) | Malay Youth Literary Association |
| Autism Resource Centre (Singapore) | Marymount Centre |
| AWWA Ltd | Methodist Welfare Services |
| Babes Pregnancy Crisis Support Ltd | Metta Welfare Association |
| Blue Cross Charitable Institution | Movement for the Intellectually Disabled of Singapore |
| Boys' Town | National Cancer Centre Singapore |
| Care Community Services Society | National Healthcare Group Polyclinics |
| Care Corner Singapore Ltd | National Neuroscience Institute |
| CARE Singapore | National University Hospital |
| Cerebral Palsy Alliance Singapore | New Hope Community Services |
| Changi General Hospital | New Life Community Services |
| Chee Hoon Kog Moral Promotion Society | Ng Teng Fong General Hospital |
| Chen Su Lan Methodist Children's Home | NorthLight School |
| Children's Aid Society | PERTAPIS |
| Community Psychology Hub | Presbyterian Community Services |
| Connected Sense | Rainbow Centre, Singapore |
| Dyslexia Association Of Singapore | REACH Community Services Society |
| Epworth Community Services | Rotary Family Service Centre |
| Family Justice Courts | SASCO Senior Citizens' Home |
| Fei Yue Community Services | Sathya Sai Social Service |
| HCSA Community Services | Sengkang General Hospital |
| Institute of Mental Health | Shan You Counselling Centre |
| Kampong Kapur Family Service Centre | SHINE Children & Youth Services |
| Khoo Teck Puat Hospital | Singapore Anglican Community Services |
| KK Women's and Children's Hospital | Singapore Anti-Narcotics Association |
| Lakeside Family Services | Singapore Association for Mental Health |
| Lions Befrienders Service Association (Singapore) | |

The Skills Framework for Social Service was developed with the contributions of many stakeholders and partners in the social service, healthcare and education sectors, and we would like to express our gratitude for the many helping hands that worked with us to bring the Skills Framework to fruition.

Supporting Organisations and Acknowledgements

We would like to thank the following organisations and partners for their support and contributions in the development and validation of the Skills Framework for Social Service.

- Singapore Association of Social Workers**
- Singapore Children's Society**
- Singapore General Hospital**
- Singapore Psychological Society**
- Singapore Red Cross**
- SingHealth Polyclinics**
- SPD**
- Sree Narayana Mission (Singapore)**
- St John's Home for Elderly Persons**
- St Luke's Hospital**
- Tan Tock Seng Hospital**
- The Salvation Army, Singapore**
- The Singapore Indian Development Association (SINDA)**
- Thye Hua Kwan Moral Charities**
- Thye Hua Kwan Moral Society**
- TOUCH Community Services**
- Trybe Limited**
- Tsao Foundation**
- Viriya Community Services**
- Yishun Community Hospital**
- Young Men's Christian Association (YMCA)**
- Youth Guidance Outreach Services**
- Youth Work Association (Singapore)**

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Wage Information

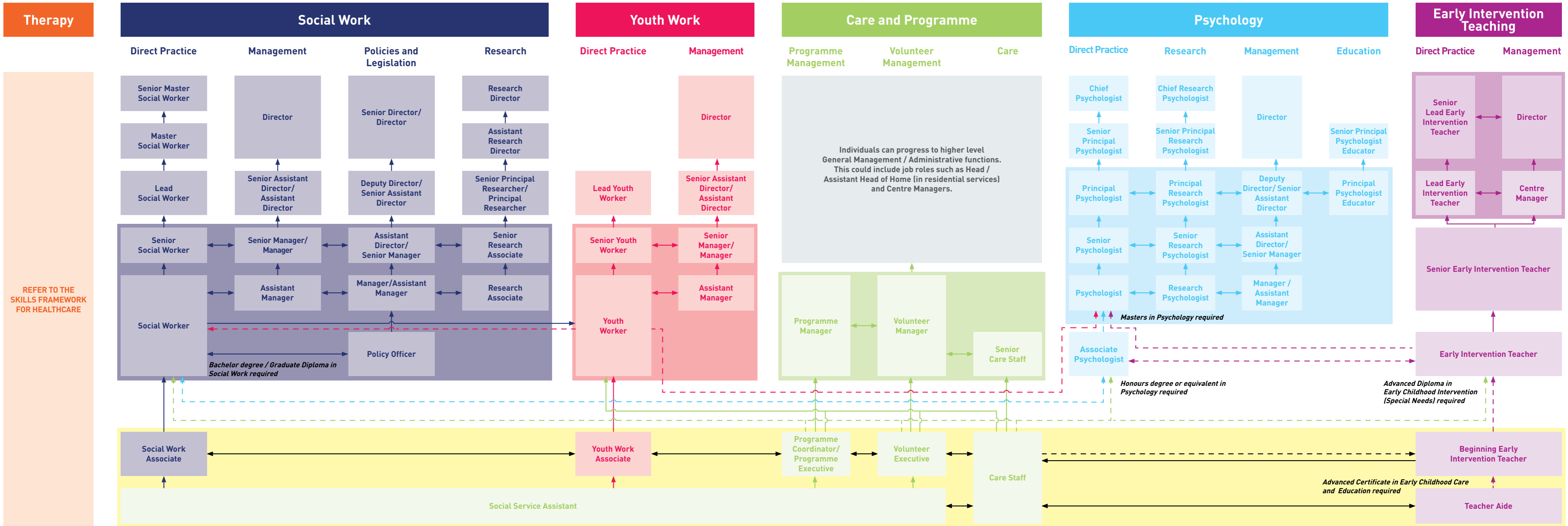
JOB ROLE	INDICATIVE MONTHLY SALARY RANGE* (\$)
SOCIAL WORK	
Senior Master Social Worker / Master Social Worker/ Senior Director / Director / Research Director / Assistant Research Director	From 8,380
Lead Social Worker / Deputy Director / Senior Assistant Director / Assistant Director (Management) / Senior Principal Researcher / Principal Researcher	6,700 - 8,370
Senior Social Worker / Assistant Director (Policies and Legislation) / Senior Manager / Manager (Management) / Senior Research Associate	5,860 - 7,330
Social Worker / Assistant Manager / Manager (Policies and Legislation) / Research Associate	4,270 - 5,340
Social Worker (Entry) / Policy Officer	3,400 - 4,240
Social Work Associate	2,310 - 3,700
Social Service Assistant	1,340 - 2,360
YOUTH WORK	
Director	6,030 - 7,530
Lead Youth Worker / Senior Assistant Director / Assistant Director	4,900 - 6,120
Senior Youth Worker / Senior Manager / Manager	4,010 - 5,010
Youth Worker / Assistant Manager	3,270 - 4,080
Youth Work Associate	2,310 - 3,700
Social Service Assistant	1,340 - 2,360
CARE AND PROGRAMME	
Programme Manager / Volunteer Manager	2,410 - 6,120
Senior Care Staff	2,310 - 3,700
Programme Coordinator / Executive / Volunteer Executive	1,800 - 4,080
Care Staff / Social Service Assistant	1,340 - 2,360
PSYCHOLOGY	
Chief Psychologist / Senior Principal Psychologist / Chief Research Psychologist / Senior Principal Research Psychologist / Director / Senior Principal Psychologist Educator	From 7,820
Principal Psychologist / Principal Research Psychologist / Deputy Director / Senior Assistant Director / Principal Psychologist Educator	6,200 - 7,750
Senior Psychologist / Senior Research Psychologist / Assistant Director / Senior Manager	5,080 - 6,340
Psychologist / Research Psychologist / Manager / Assistant Manager	4,110 - 5,140
Associate Psychologist	3,230 - 4,040
EARLY INTERVENTION TEACHING	
Senior Lead Early Intervention Teacher / Director	6,250 - 7,810
Lead Early Intervention Teacher / Centre Manager	5,180 - 6,390
Senior Early Intervention Teacher	4,280 - 6,390
Early Intervention Teacher	2,810 - 4,520
Beginning Early Intervention Teacher	1,770 - 3,800
Teacher Aide	1,690 - 2,520

Source: 2018 Social Service Sector Salary Guidelines. Salary ranges are derived from the minimum and reference points from the NCSS Salary Guidelines for the Sector. For more information, please refer to the full set of Salary Guidelines on the National Council of Social Service (NCSS) website (ncss.gov.sg/Social-Service-Careers/Sector-Salary-Guidelines/Salary-Guidelines)

*The above data reflects the indicative monthly gross salary. Actual salaries may differ due to market conditions and each organisation's wage policies.

SKILLS FRAMEWORK FOR SOCIAL SERVICE

Career Pathways



Legend:

- ↑ Denotes vertical movement up the Career Pathway
- Denotes lateral movements between job roles in a single direction
- ↔ Denotes bi-directional lateral movements between job roles
- Denotes bi-directional lateral movements between all job roles within the box
- ↑ Denotes attainment of competencies and professional qualifications to progress

Notes:

- 1) The career map is levelled based on skills proficiency and should not be read as an organisational chart. The actual job titles may differ in each organisation.
- 2) Not all lateral movements between professional and sub-tracks are reflected in this map:
 - Professionals can take on job roles in other sub-tracks as long as they meet the job requirements [e.g. a direct practice social worker taking on a management role].
 - Professionals can take on job roles in different professional tracks as long as they meet the job requirements [e.g. moving between job roles in Management sub-tracks of each profession, moving between higher level job roles in Direct Practice such as Senior Principal Psychologists who become Directors of Early Intervention Programme].

- 3) The Social Work career map and skills map are applicable to social workers in the healthcare sector as well. The Psychology career map and skills map are applicable to psychologists in the healthcare and education sectors.
- 4) The Skills Framework for Social Service focuses on roles within each professional track. Top levels in each track could move further up to Executive Director/ Chief Executive Officer roles that would straddle all tracks.

The Career Map serves as a reference to reflect the available job roles and possible career pathways in the social service sector, which may vary depending on each organisation's structure and business context. The career progression pathways would depend on individual performance, capability, experience, aspiration, as well as company needs.

SKILLS FRAMEWORK FOR SOCIAL SERVICE Career Pathways



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