

COMMUNITY CARE SKILLS STANDARDS FRAMEWORK FOR SUPPORT CARE ROLES

Skills Domain	Inter and Intrapersonal Skills
Skills Category	Coaching and Training
Skills Standard Title	Deliver and facilitate learning*
Skills Standard Descriptor	Select and apply suitable instructional methods and activities based on the trainees' profile, organise their lessons, and build a positive environment for learning
Skills Proficiency Level	Level 3 <i>(Previously 'Advanced' under CCSSF)</i>
Source Code	CCSSF-IIS-CT-4002-1
Knowledge <i>This refers to the gathering and cognitive processing of facts and information required to perform work tasks and activities.</i>	Underpinning Knowledge: • Principles of Adult Learning ○ Adults bring life experience and knowledge to the learning environment ○ Adults tend to prefer self-directed, autonomous learning ○ Adults have self-pride and desire respect ○ Adults want practical, goal-oriented, and problem-centred learning that can immediately help them deal with life's challenges ○ Adults desire feedback on the progress they are making at learning something new • Types of trainees needs, which may include (not limited to): ○ Organisational needs (e.g. skills gaps, professional development requirements etc.) ○ Personal needs (e.g. time management, communication skills, teamwork, problem-solving etc.) • Approach to writing learning objectives, which may include (not limited to): ○ Objective has to be specific and measurable (avoid loading multiple outcomes into one statement) ○ Objective has to be linked to an action verb ○ Objective has to follow Blooms Taxonomic levels to match trainee's ability • Types of taxonomic levels (Blooms), which may include ○ Level 1 – Knowledge ○ Level 2 – Comprehension ○ Level 3 – Application ○ Level 4 – Analysis ○ Level 5 – Synthesis ○ Level 6 – Evaluation • Types of performance level indicators, which may include ○ Knowledge ○ Skills ○ Abilities • Methods to evaluate performance and assess learning, which may include ○ Formal assessment ○ Informal assessment • Method to structure lessons, which may include (not limited to):

	○ Review prerequisite or prior knowledge ○ Summary of lesson Learning Outcomes ○ Present content in concise manner with focus on application ○ Practice application of newly learnt content ○ Assess learning • Types of lesson strategies to engage learning, which may include (not limited to): ○ Setting context of lesson ○ Creating trainee interest and engagement ○ Focusing on behavioural outcomes • Methods to design lesson / learning session including practice and assessment, which may include (not limited to): ○ Group work ○ Demonstration ○ Situational practice (e.g. role play, workplace training, etc.) ○ Discussions ○ Presentations • Methods to conduct self-assessment, which may include (not limited to): ○ Worksheets ○ Quizzes ○ Reflective journals • Types of instructional resources and training aids, which may include (not limited to): ○ Visual aids (e.g. charts, pictures, videos, presentation slides etc.) ○ Resource package (e.g. Trainees guide, textbooks, workbooks, manuals etc.) • Physical and social elements of ideal learning environment, which may include ○ Physical elements (e.g. temperature, tools, equipment) ○ Social elements (e.g. positivity, interactivity, decision-making) • Verbal and non-verbal communication for learning, which may include (not limited to): ○ Speech characteristics (e.g. tone, pace, language etc.) ○ Body language • Ways and methods of providing effective feedback, which may include (not limited to): ○ Provide feedback immediately and promptly ○ Focus on behavioural outcomes desired ○ Maintain supportive verbal and non-verbal communication • Organisational policies relating to: ○ Conducting training or learning sessions ○ Using of tools and equipment for training purposes ○ Providing feedback to individuals • Legal and/or Industrial requirements in relation to support care functions, which may include: ○ Implementation Guide to Guidelines for Home Care (Agency for Integrated Care, Singapore)
--	---

	○ Implementation Guide to Guidelines for Centre-Based Care (Agency for Integrated Care, Singapore) ○ Workplace Safety and Health Guidelines (Workplace Safety and Health Council) ○ National Infection Prevention and Control Guidelines for Long-Term Care Facilities (Ministry of Health) ○ Allied Health Professions Council (AHPC) guidelines on supervision and delegation of tasks to therapy support staff
Ability <i>This refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	The ability to: • Apply adult learning principles • Develop learning objectives that are aligned to trainee's needs • Set appropriate performance level indicators to evaluate trainee's performance considering trainee's individual context • Structure lessons to highlight essential areas or topics • Use appropriate lesson strategies to prepare trainees to meet performance standards • Design classroom activities to deliver learning objectives • Design reflection activities to end off a lesson / learning session • Determine appropriate duration of a lesson / learning session • Contextualize appropriate instructional resources and training aids to facilitate learning • Create a comfortable and conducive physical and social learning environment • Conduct lesson / learning session, facilitating activities at an appropriate pace • Apply effective verbal and non-verbal communication skills • Use instructional resources and training aids where appropriate to facilitate learning • Provide timely and appropriate feedback to trainees
Person Centred Care <i>This refers to having a person centred care mind set to drive the care giver to respect and recognise the decisions/choices of the person they are taking care of.</i>	Underlying principles: • Treating clients with dignity and respect by being aware of and supporting personal perspectives, values, beliefs, culture and preferences; respecting their privacy while encouraging independence of the individual; and listening to each other and working in partnership to design and deliver services
Performance Outcome <i>This refers to the outcome of the task on the care recipient as indication of workplace success</i>	The support care staff is able to: • Develop learning objectives tailored to trainee's needs • Select and apply suitable instructional methods and activities based on the trainee's profile • Organize and structure lessons for effective learning • Assess performance and learning, and • Build a positive environment for learning; • Deliver and facilitate learning • All in a manner that is respectful of client's dignity, taking into consideration his/her condition, preferences and comfort level.

