



## OCCUPATIONAL FRAMEWORK SOCIAL CARE SECTOR



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## **ABSTRACT**

An Occupational Framework (OF) is the process of identifying the work scope of the occupational areas in terms of competencies. It is used to analyse skilled human resource competency requirement for the sector. The development of the Occupational Structure is a preliminary process in developing relevant National Occupational Skills Standard (NOSS). The NOSS in turn will be developed to be used as the basis to conduct skills training and certification of competent personnel. This document is divided into several chapters, the first two chapters being an industrial overview highlighting the definition and scope of the sector, the current analysis of the local sector and its skilled worker requirements, Government bodies and development plans supporting the growth of the sector, then the next chapter will explain the methodology used in Occupational Framework development such as qualitative analysis through brainstorming discussion sessions. Workshops were held to get a better understanding of the organisational structure, job titles, hierarchy objectives and main activities of the specified positions. The final chapters will present the findings of the Occupational Framework that is translated into the Occupational Structures, levels of competencies and critical job areas. These findings will in turn be the basis of reference for the development of the National Occupational Skills Standard (NOSS) document. The NOSS will serve not only as a reference of skills standards for certification but also as a guide to develop the skills training curriculum. In order to conduct the Occupational Framework on the Social Care Sector all the information related to the aforesaid sector was gathered through literature review, surveys and further discussed in workshop sessions with experts from the sector.



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## LIST OF ABBREVIATIONS

<b>CGI</b>	Computer-Generated Imagery
<b>DESCUM</b>	Development of Standard and Curriculum
<b>DSD</b>	Department of Skills Development
<b>OF</b>	Occupational Framework
<b>OD</b>	Occupational Description
<b>OS</b>	Occupational Structure
<b>MOSQF</b>	Malaysian Occupational Skills Qualification Framework
<b>MQA</b>	Malaysia Qualification Agency
<b>MSC</b>	Malaysian Skills Certificate
<b>NOSS</b>	National Occupational Skills Standard



# CHAPTER 1: INTRODUCTION

## 1.1 CHAPTER INTRODUCTION

This chapter will explain the objectives, scope and problem statement of the Occupational Framework for the Social Care Sector. The concept of Occupational Framework and its function in skills training and curriculum development is also elaborated in this chapter.

There have been various National Occupational Skills Standard (NOSS) documents developed for the Social Care Sector. The analysis on the Occupational Structure of the Social Care Sector has been done on 2012 and this is the revision on the analysis to ensure the sector requirements is identified and adhered.

Below are descriptions of important elements of the research.

### **(i) National Skills Development Act 2006 (Act 652)**

The National Skills Development Act 2006 (Act 652) came into effect on 1st September 2006 after it was officially gazetted on 29th June 2006, with the mandate of promoting, through skills training, the development and improvement of a person's abilities, which are needed for vocation, and to provide for other matters connected therewith. The Act 652 is significant because for the first time in the history of skills training in Malaysia, a national legislation has been enacted solely and exclusively for skills training and development. In addition, the meaning and scope of skills training has been clarified and given a statutory interpretation that can be used to distinguish it from other components of the country's national education and training system. The Act 652 also provides for the implementation of a Malaysian Skills Certification System, leading to the award of five (5) levels of national skills qualification, namely Malaysian Skills Certificate Level 1,2 and 3; Malaysian Skills Diploma; and Malaysian Skills Advanced Diploma.

### **(ii) Malaysia Qualification Framework (MQF)**

The Malaysia Qualification Framework refers to the policy framework that satisfies both the national and international recognized qualifications. It



comprises of titles and guidelines, together with principles and protocols covering articulation and issuance of qualifications and statements of attainment. Element of qualification framework indicate the achievement for each qualification title. It will also provide progression routes for all the graduates in the respective occupational fields.

The MQF has eight levels of qualification in three sectors and supported by lifelong education pathways as shown in the chart 1. JPK governs the skills sector, in which there are five (5) levels of skills qualification. The definition for each level of skills qualification is specified in Malaysian Occupational Skills Qualification Framework (MOSQF).

MQF Levels	SECTORS			LIFELONG LEARNING
	Skills	Vocational and Technical	Higher Education	
8			Doctoral Degree	Accreditation of Prior Experiential Learning (APEL)
7			Masters Degree	
6			Bachelor's Degree	
5	Malaysian Advanced Skills Diploma	Advanced Diploma	Advanced Diploma	
4	Malaysian Skills Diploma	Diploma	Diploma	
3	Malaysian Skills Certificate 3	Vocational and Technical Certificate	Certificate	
2	Malaysian Skills Certificate 2			
1	Malaysian Skills Certificate 1			

Figure 1.1: MQF Chart

### (iii) National Occupational Skills Standard (NOSS)

National Occupational Skills Standard (NOSS) is defined as a specification of the competencies expected of a skilled worker who is gainfully employed in Malaysia for an occupational area, level and pathway to achieve the competencies and is gazetted in Part IV of National Skills Development Act 652. NOSS is developed by the sector experts based on the needs of the sector and is utilized as the main tool in the implementation of Malaysian Skills



Certification System in which the performance of existing sector workers and trainees are assessed based on NOSS for awarding of Malaysian Skills Certificate.

#### **(iv) Competency Based Training (CBT)**

Competency Based Training (CBT) is an approach to vocational training which emphasizes on what a person can do in a work place as a result of education and training obtained. CBT is based on performance standards which are set by the sector with main focus on measuring the performance while taking into account knowledge and attitude rather than the duration taken to complete the course. CBT is a learner-centric; outcome-based approach to training which allows each individual to develop skills at their own pace for a similar outcome, thus meaning training practices can be customized for each individual to achieve a similar outcome. CBT concept is the basis of Malaysian Skills Certification system which is coordinated by JPK.

### **1.2 OBJECTIVE OF STUDY**

The objectives of the study are as below:

- To produce occupational structure (OS) from data analysis, interviews, site visits and focus group;
- To determine job descriptions of each job title from the OS; and
- To investigate the skills in demand in the sector.

### **1.3 SCOPE OF STUDY**

The scope of work for the study to develop occupational framework are as listed below:

- To conduct literature review on the current sector;
- To consult with relevant sector representatives to obtain expert input from sector;
- To develop, disseminate and analyse survey and questionnaire's data from industries via sector representatives;



- To perform focus group discussion with the sector representatives, interviews, and/or any other methods in order to achieve the study outcome.

## 1.4 BACKGROUND OF THE SOCIAL CARE SECTOR IN MALAYSIA

The media and Social Care Sector is experiencing rapid transformation. This offers significant opportunities for those broadcasters, publishers, content advertising agencies, and content and digital platform owners who can understand the impact of this change.

Social care can be defined as the provision of social work, personal care, protection or social support services to children or adults in need or at risk, or adults with needs arising from illness, disability, old age or poverty. The main aims for social care includes: to protect people who use care services from abuse or neglect, to prevent deterioration of or promote physical or mental health, to promote independence and social inclusion, to improve opportunities and life chances, to strengthen families and to protect human rights in relation to people's social needs.

## 1.5 CHAPTER CONCLUSION

In light of recent economic development plans by Malaysia in this sector, the demand for sufficient skilled personnel has increased and the development of skilled manpower is crucial. With the Occupational Structure clearly defined, the sector stakeholders will be able to identify sub-areas that will require more intensive efforts in human capital development. Although there have been past efforts in National Standards Development for the sector, the need for an Occupational Framework is required to determine the overall areas that may not yet have been focused on. The Occupational Structure that will be the outcome of this analysis shall be utilised as a **blueprint** of the manpower planning for the Social Care Sector.



## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 CHAPTER INTRODUCTION**

This chapter will emphasis on the explanation of the Social Care Sector focusing on the current scenario in Malaysia, introduction to government policies, development plans, government bodies and competitiveness at international level.

Findings in this chapter were obtained via literature review, observation, interviews with sector practitioners and discussions during workshops with development panel members. This literature review will be further discussed with panel members to obtain insight on the matters at hand from a practitioner's perspective.

The Community Services sector growth is spurred by groups of people providing assistance and care to the target groups such as children, people with disabilities, older persons, destitute persons, victims of national disaster, families and welfare-related non-governmental organizations.

In Malaysia, there is a wide range of target groups and their definitions are listed as below;

#### **1) Children**

A “child” is anyone under the age of 18, according to the Convention on the Rights of the Child (CRC) and Malaysia's Child Act 2001.

#### **2) Women**

Women care and protection includes victimised women

#### **3) People with disabilities**

PWDs include those who have long term physical, mental, intellectual or sensory impairments which in interaction of various barriers may hinder their full and effective participation in society (PWD Act 2008). PWDs are divided into 7 categories, which include;



- Visually Disabilities
- Hearing Disabilities
- Physically Disabilities
- Mentally Disabilities
- Learning Disabilities
- Speech Disabilities
- Multiple Disabilities

#### **4) Older persons**

Older persons are categorized as those aged 60 years and above. The age used to define the elderly in Malaysia is similar to the cut-off adopted by the United Nations (UN) of 60 years and above.

#### **5) Destitute persons**

A “destitute person” means— (abstract from Destitute Person Act 1977 (Act 183)) any person found begging in a public place in such a way as to cause or to be likely to cause annoyance to persons frequenting the place or otherwise to create a nuisance; or (b) any idle person found in a public place, whether or not he is begging, who has no visible means of subsistence or place of residence or is unable to give a satisfactory account of himself.

#### **6) Victims of national disaster**

People who are victims of natural disaster.

#### **7) Welfare-related non-governmental organizations (NGO's)**

NGO's are defined as organizations running activities for the aforesaid target groups and are registered with the Registrar of Societies (Registrar of Societies Act 1966)

#### **8) Families**

Single parents, victims of domestic violence, poor and problematic families.



## 2.2 STAKEHOLDERS

The stakeholders of Social Care Sector include: -

a) Regulatory and Statutory Bodies

These are the Government Agencies that are empowered by the legislations according to the scope and powers given in the Act that directly regulates the Social Care Sector in Malaysia.

NO.	ORGANISATIONS	OVERVIEW, ROLES, FUNCTIONS AND RESPONSIBILITIES
1.	Ministry of Women, Family and Community Development	<p>The establishment of the Ministry of Women, Family and Community Development (MWFCDC/KPWKM) is a manifestation of the country's aspirations, pursuant to the Fourth World Conference on Women, which was held in Beijing in 1995, and has been implemented in accordance to the document entitled "Platform for Action for The Development of Women towards the Year 2000", i.e.:</p> <p><i>"Establishment of a full-fledged ministry that demonstrates the government's commitment to raise the status of women in this country"</i></p> <p>The Ministry of Women, Family and Community Development now oversees four (4) agencies under its direct jurisdiction i.e.:</p> <ul style="list-style-type: none"> <li>• Department for Women Development (JPW)</li> <li>• Social Welfare Department of Malaysia (JKM)</li> <li>• National Population and Family Development Board (LPPKN)</li> <li>• Social Institute of Malaysia (ISM)</li> </ul>
2.	Department for Women Development (JPW)	<p>In 1975, the government established the National Advisory Council for the Integration of Women in Development (NACIWID) as a vehicle to ensure the</p>





NO.	ORGANISATIONS	OVERVIEW, ROLES, FUNCTIONS AND RESPONSIBILITIES
		<p>participation of women in development. In 1983, the Secretariat for Women's Affairs, Department of the Prime Minister or HAWA was established to take over the duties as Secretariat NACIWID. On 26 August 1985, the Cabinet had agreed that HAWA must be strengthened by raising its status. On 27 October 1990, the Division of Women's Affairs was transferred from the Prime Minister to the Ministry of National Unity and Social Development. On 29 January 1997, the Cabinet decided to upgrade Women's Affairs Division to a department. On July 1, 1997, HAWA operate as a department under the Ministry of National Unity and Social Development. On December 18, 1999, after the 1999 General Elections and the reshuffle, the Department of Women's Affairs has been restored in the Prime Minister. On July 1, 2001, the Department of Women's Affairs has been restructured and renamed as the Department of Women Development (JPW). JPW functions to carry out development programs and activities for women in accordance with the vision and mission of the ministry.</p>
3.	Social Welfare Department of Malaysia	<p>The Social Welfare Department is a department under the purview of the Ministry of Women, Family and Community Development, Malaysia. Established in 1946 with the task to create a caring and prosperous Malaysian society. The Social Welfare Department's core activities include;</p> <ul style="list-style-type: none"> <li>• Protection</li> <li>• Rehabilitation</li> <li>• Prevention</li> <li>• Development</li> <li>• Integration</li> </ul>



NO.	ORGANISATIONS	OVERVIEW, ROLES, FUNCTIONS AND RESPONSIBILITIES
4.	National Population and Family Development Board (LPPKN)	<p>Briefly the powers, functions and responsibilities of NPFDB as stated under the Act 352 Population and Family Development Act 1966 (amended 2006) are as follows: -</p> <ul style="list-style-type: none"> <li>• To advise the government on matters relating to policies and programmes on population, family development and human reproduction</li> <li>• To plan, implement and co-ordinate population, family development and human reproduction programmes and activities</li> <li>• To disseminate knowledge and educate and promote positive behaviour on population, family development and human reproduction</li> <li>• To be responsible for the training of persons involved in population, family development and human reproduction</li> <li>• To provide for the training of trainers in the areas of population, family development and human reproduction through skills development, continuing education, networking, technical co-operation among countries and sharing of information communication, technology and technical resources</li> <li>• To be responsible in identifying and promoting research needs and priorities, and conducting research as well as studies on population, family development and human reproduction, including medical and biomedical studies</li> <li>• To provide services based on current and emerging needs due to changes affecting population, family development and human reproduction</li> </ul>



NO.	ORGANISATIONS	OVERVIEW, ROLES, FUNCTIONS AND RESPONSIBILITIES
		<ul style="list-style-type: none"> <li>• To establish and maintain an ongoing monitoring and evaluation system by means of which it will be possible from time to time to assess the effectiveness of the programme and the progress towards the attainment of national objectives</li> <li>• To do such other things as it considers fit to enable it to perform its functions effectively or that are incidental to the performance of its functions.</li> </ul>
5.	Social Institute of Malaysia	<p>Institut Sosial Malaysia (ISM) was set up to promote professional and semi-professional training in the field of training and research as well as social education to all social workers from various levels from within and outside the country including non-governmental organisations (NGOs). ISM is an agency under the Ministry of Women, Family and Community Development (KPWKM). It facilitates the Government in its implementation of its National Social Policy. The Institut Sosial Malaysia (ISM) official website features courses, seminar and workshop, publication and facilities.</p>
6.	Board of Counsellors	<p>A statutory body under the Ministry of Women, Family and Society Development. In view of the complexity of social problems and the need for trained and qualified personnel to address these problems, the Counsellors Act (<i>Akta Kaunselor</i>) was enacted in 1998. The Act provided for the establishment of the Board of Counsellors to ensure professionalism and high standards among counsellors. With the implementation, it is mandatory for all practising counsellors to be registered with the Board under the Counsellors Act 1998. The main responsibility of the</p>



NO.	ORGANISATIONS	OVERVIEW, ROLES, FUNCTIONS AND RESPONSIBILITIES
		Board of Counsellors is to oversee and regulate counselling services in Malaysia. Counsellors' exist in schools, universities, public services, drug rehabilitation centres, prison, religious and health centres, corporation and community. The <i>Lembaga Kaunselor</i> official website features FAQs, counsellors' directory, publications and counsellor registration forms, qualifications and procedures

**Table 2.1: List of Stakeholder in Social Care Sector**



## 2.3 GOVERNMENT LEGISLATION, POLICIES AND INITIATIVES

It is imperative that, this research has to make reference to legislations, by-laws and policies that are directly related to Social Care Sector.

NO.	LEGISLATION / POLICY
1.	<i>Akta Keganasan Rumah Tangga 1994 [Akta 521]</i>
2.	<i>Akta Penduduk dan Pembangunan Keluarga 1966 [Akta 352]</i>
3.	<i>Akta Kanak-Kanak 2001 [Akta 611]</i>
4.	<i>Akta Taman Asuhan Kanak-Kanak 1984 [Akta 308]</i>
5.	<i>Akta Orang Kurang Upaya 2008 [Akta 685]</i>
6.	<i>Akta Pusat Jagaan 1993 [Akta 506]</i>
7.	<i>Akta Orang-Orang Papa 1977 [Akta 183]</i>
8.	<i>Akta Lembaga Kaunselor 1998 [Akta 580]</i>
9.	<i>Dasar Wanita Negara;</i>
10.	<i>Dasar Keluarga Negara;</i>
11.	<i>Dasar Kanak-Kanak Negara;</i>
12.	<i>Dasar Perlindungan Kanak-Kanak Negara;</i>
13.	<i>Dasar Warga Emas Negara;</i>
14.	<i>Dasar Orang Kurang Upaya;</i>
15.	<i>Dasar Kebajikan Masyarakat Negara;</i>
16.	<i>Dasar Pendidikan Kesihatan Reproduksi dan Sosial Kebangsaan</i>
17.	<i>Dasar Sosial Negara.</i>



## 2.4 INDUSTRY AND MARKET INTELLIGENCE

Industry and market intelligence is the collection and distribution of data of a sector by using a variety of approaches. The sector will be able to utilise this information to make business decisions, manpower developments and training requirements. Industry intelligence is critical for developing strategies in the areas of manpower development and the impact of those developments.

The objective of Occupational Framework development is to have a clear guideline and understanding for the development of human capital in this sector. It is responsible for improving qualifications, training and development for all social care workers in Malaysia. Based on findings, it has been identified that there is a need to establish this framework to inline the economic contribution of activities provided by the sector, measured as the economic value of the sector. However, the social care sector in Malaysia has historically been difficult to assess in terms of its economic value because of its wide range of service offered.

This study was commissioned in support of further human capital development towards the sector including consideration of a broader case for investment in skills in the sector. The statistic below will give brief understanding on the contribution of human capital in this sector. (As referred from *Laporan Statistik Jabatan Kebajikan Masyarakat 2015*)

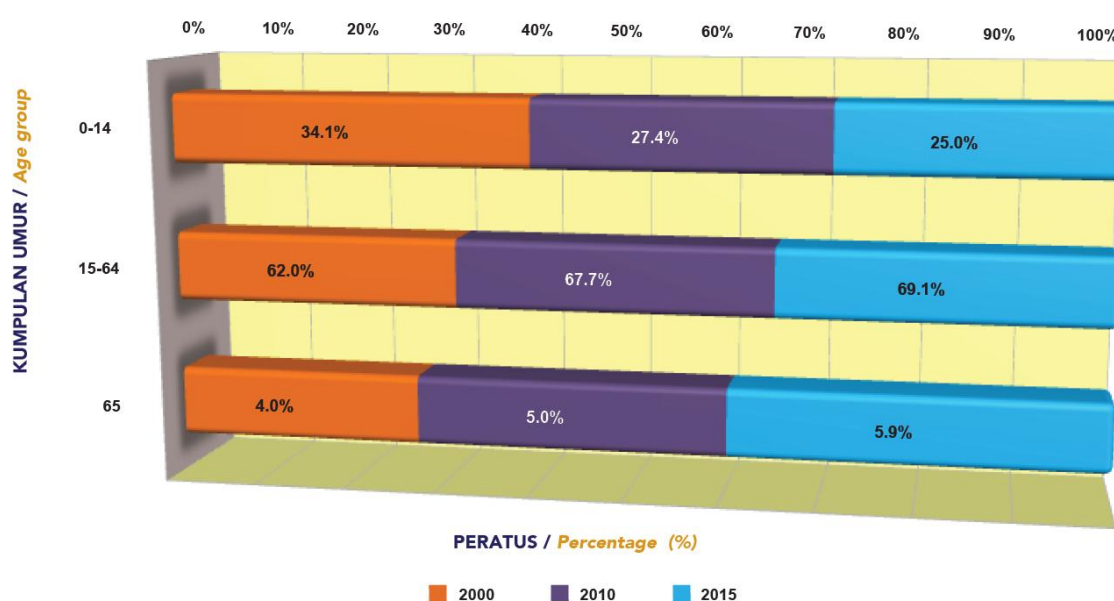


Chart 2.1 : Population by Age Group for Year 2000, 2010 & 2015



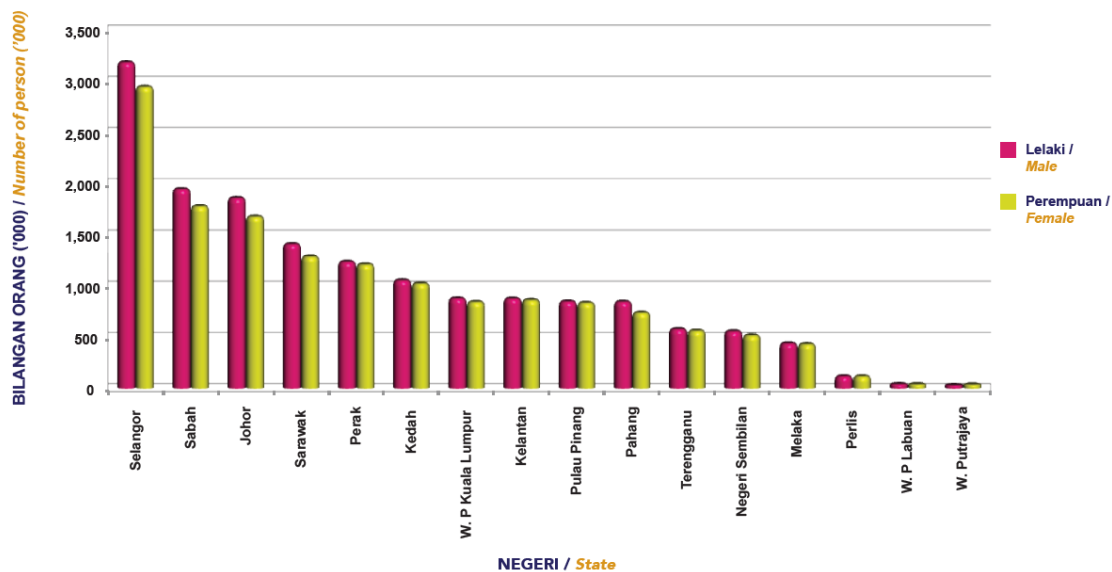


Chart 2.2: Population by Sex and State, 2015

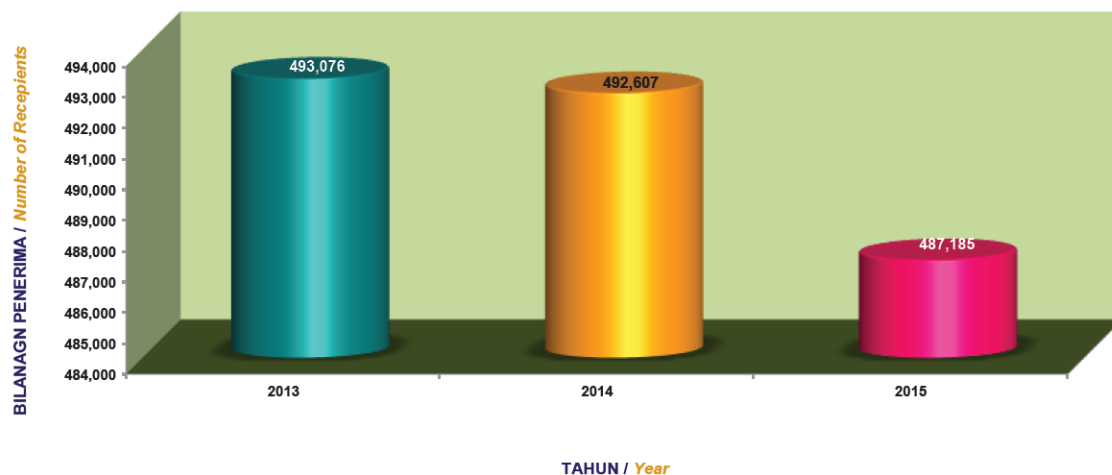


Chart 2.3: Recipient of Financial Assistance, 2013 - 2015



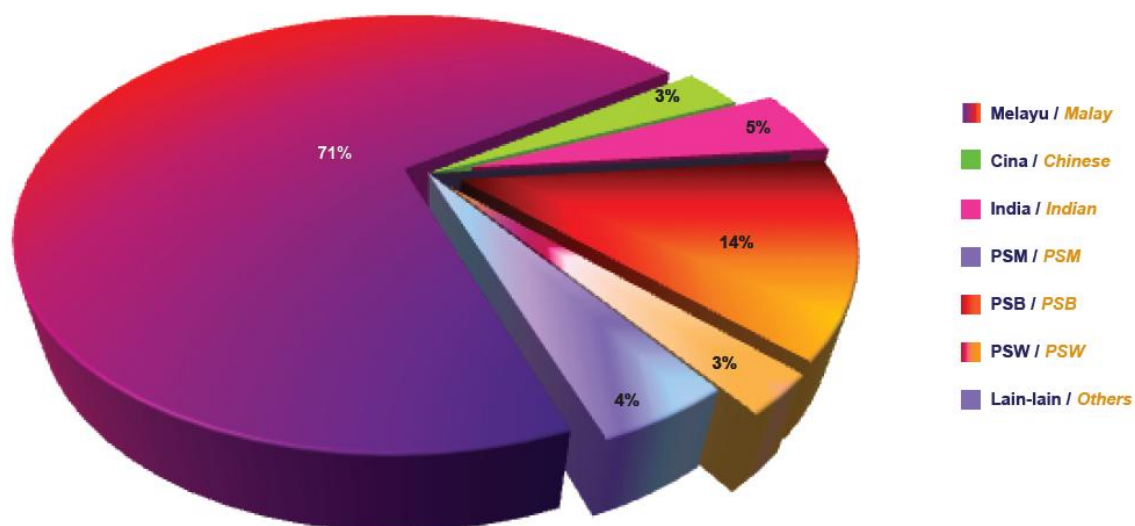


Chart 2.4: Percentage of Children In Need of protection and Rehabilitation by Ethnic 2015

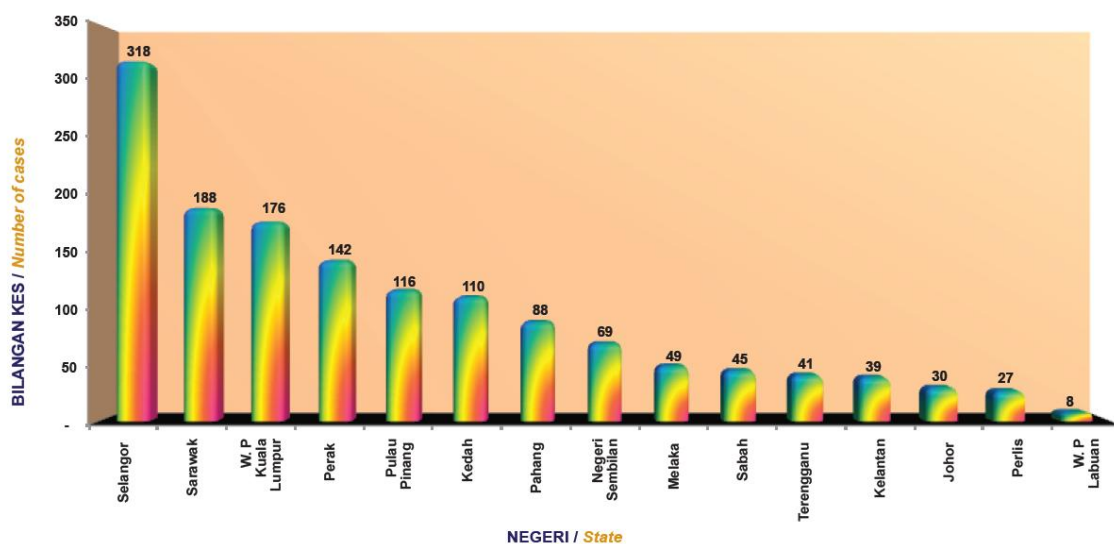


Chart 2.5: Cases of Youth Offenders by State, 2015





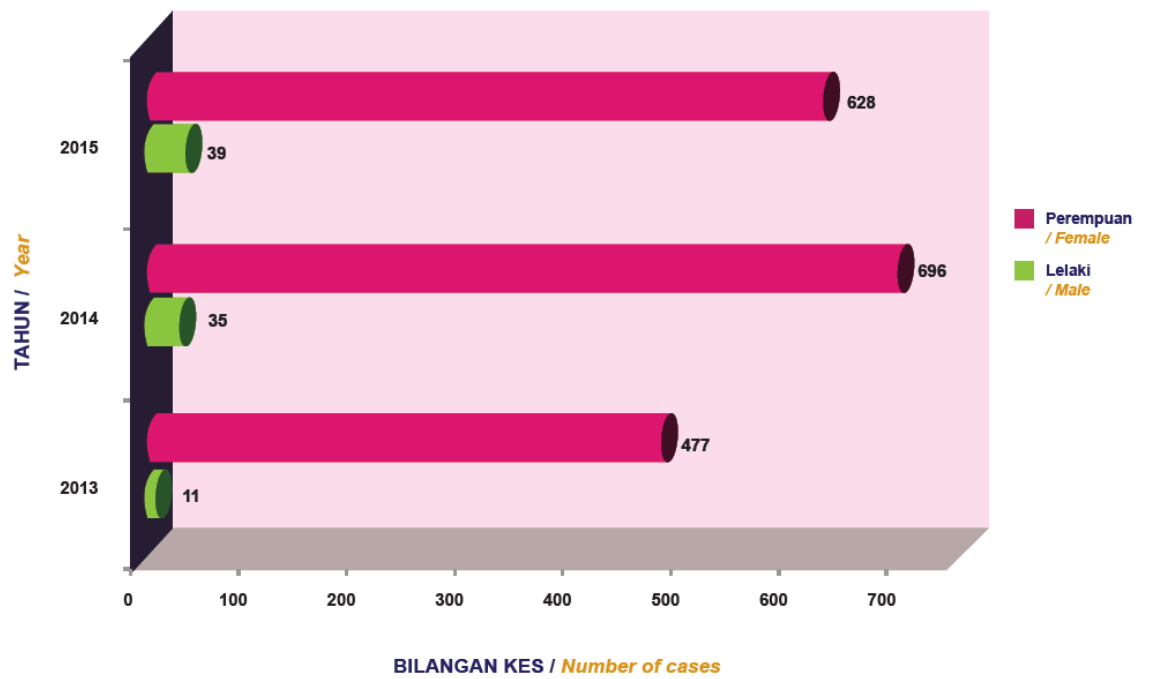


Chart 2.6: Cases of Domestic Violence by Sex, 2013 - 2015

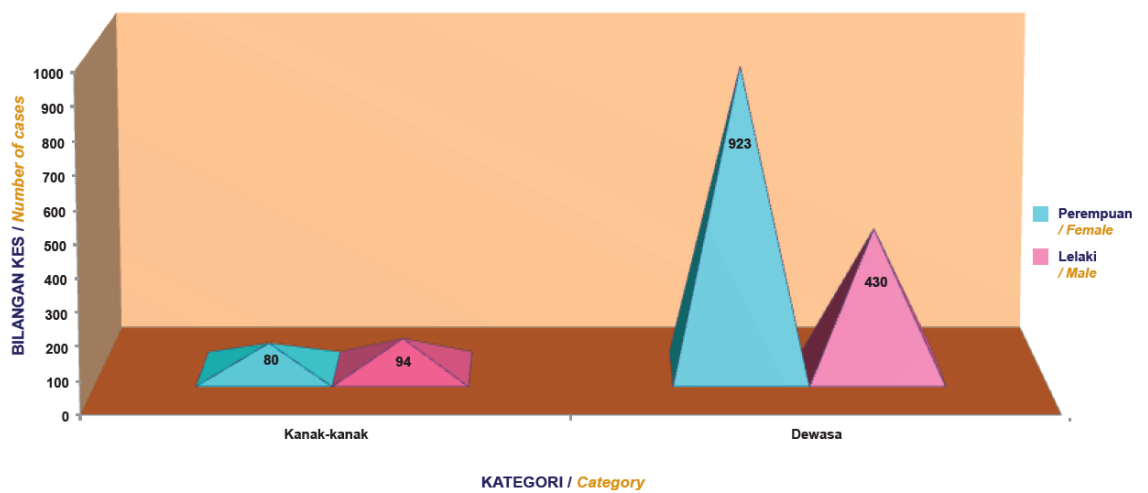


Chart 2.7: Cases of Destitute Person by Sex, 2013 - 2015



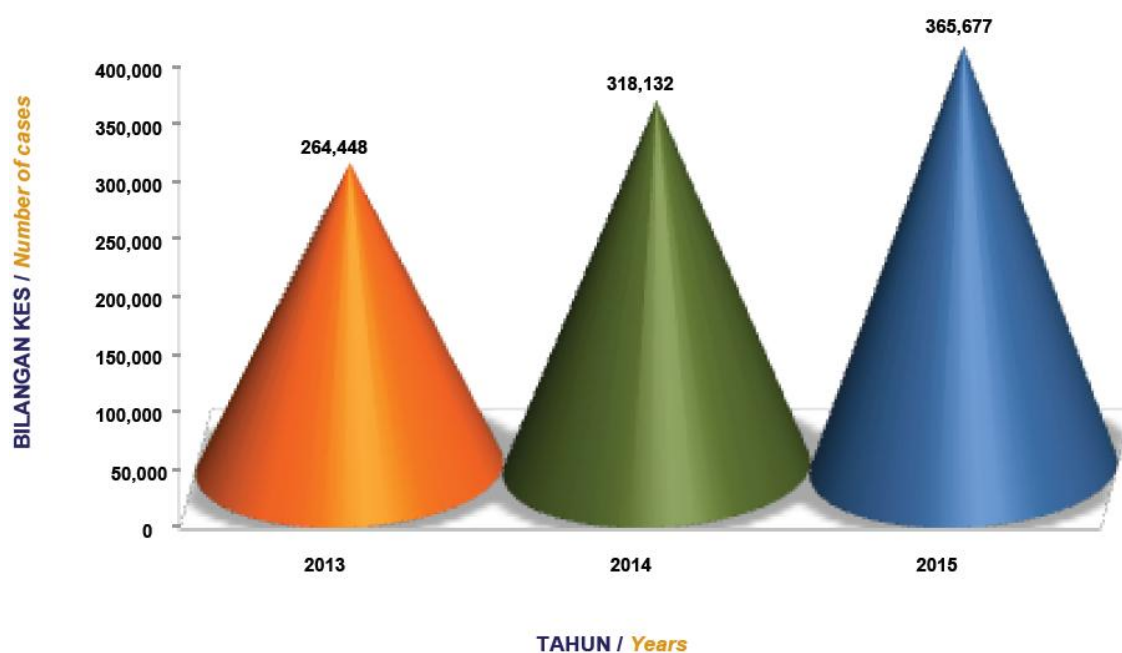


Chart 2.8: Registration of Person with Disabilities (PWD's), 2013 - 2015

Negeri / State	Pendaftaran (diluluskan) / Registration (approved)	Pengecualian / Exemption	Bil. Pengasuh / No. of Caregivers	Bil. Kanak-kanak / No. of Children		
				0-3	3-4	4-6
Johor	300	3	964	2,350	1,969	413
Kedah	273	-	995	2,509	1,786	259
Kelantan	196	-	536	1,326	818	137
Melaka	123	-	509	1,467	776	271
Negeri Sembilan	183	1	593	1,871	716	461
Pahang	298	-	807	2,967	1,524	328
Perak	314	2	1,272	2,821	2,378	679
Perlis	47	-	134	423	206	62
Pulau Pinang	183	1	772	1,750	2,200	0
Sabah	258	6	1,325	2,708	3,264	349
Sarawak	149	-	646	1,533	1,198	149
Selangor	1,162	5	4,554	9,512	7,407	3,062
Terengganu	236	-	1,562	4,372	3,545	437
W.P. Kuala Lumpur	348	13	843	2,317	1,320	162
W.P. Labuan	19	2	107	208	198	61
Jumlah / Total	4,089	33	15,619	38,134	29,305	6,830
		4,122			74,269	

Table 2.2: Number of Registered Child Care Centre, Child Care Provider and Number of Children by State, 2015



Negeri / State	Pendaftaran (diluluskan) / Registration (approved)	Kategori / Category		Kategori Pusat Jagaan Category of Daycare			Bil. Penjaga / No. of Guardian			Bil. Penghuni / No. of Residents		
		NGO / NGO	Swasta / Private	Harian / Daycare	Kediaman / Residence	Kanak-Kanak / Children	OKU / PWD's	Orang Tua / Senior Citizen	Kanak-Kanak / Children	OKU / PWD's	Orang Tua / Senior Citizen	
Johor	167	38	129	95	72	389	167	198	2,908	1,133	853	
Kedah	104	36	68	60	44	254	32	41	2,156	376	139	
Kelantan	7	2	5	4	3	46	-	-	369	-	-	
Melaka	70	19	51	37	33	187	46	79	1,154	195	339	
Negeri Sembilan	94	29	65	52	42	227	60	81	1,452	287	303	
Pahang	61	19	45	46	18	165	19	35	1,224	92	233	
Perak	254	115	140	114	141	413	319	216	3,730	1,941	1,440	
Perlis	11	6	5	2	9	17	6	2	204	16	34	
Pulau Pinang	91	25	66	61	30	323	63	111	2,184	304	772	
Sabah	7	10	16	17	9	-	-	2	91	-	85	
Sarawak	27	1	6	6	1	65	80	32	383	453	92	
Selangor	471	125	346	294	177	1,804	249	366	9,858	985	1,273	
Terengganu	13	10	3	5	8	51	4	18	426	16	232	
WP Kuala Lumpur	95	19	73	66	26	259	124	109	2,128	471	539	
WP Labuan	1	-	1	1	-	-	3	-	-	13	-	
Jumlah / Total	1,473	454	1,019	860	613	4,200	1,172	1,290	28,267	6,282	6,334	
	1,473	1,473		1,473		6,662			40,883			

Table 2.3: Number of Registered Care Centres, Number of Carer and Residents by State and Category, 2015



## 2.5 OCCUPATIONAL STRUCTURE OVERVIEW

The occupational structure overview includes a brief description on each sector/subsector of the Social Care Sector.

The Malaysia Standard Industrialised Classification (MSIC) was used as the main reference for the classification of sector/subsector. In the MSIC 2008, Social Care Sector falls under Section Q and Division 87 & 88. Definition and scope of coverage is as below: -

### **SECTION : Q HUMAN HEALTH AND SOCIAL WORK ACTIVITIES**

#### **DIVISION : 87 RESIDENTIAL CARE ACTIVITIES**

This division includes the provision of residential care combined with either nursing, supervisory or other types of care as required by the residents. Facilities are a significant part of the production process and the care provided is a mix of health and social services with the health services being largely some level of nursing services.

##### **GROUP 871 Residential nursing care facilities**

This group includes the activities of homes for the elderly with nursing care, convalescent homes, rest homes with nursing care, nursing care facilities and nursing homes.

##### **GROUP 872 Residential care activities for mental retardation, mental health and substance abuse**

This group includes the provision of residential care (but not licensed hospital care) to people with mental retardation, mental illness, or substance abuse problems. Facilities provide room, board, protective supervision and counselling and some health care. It also includes provision of residential care and treatment for patients with mental health and substance abuse illnesses.



### **GROUP 873 Residential care activities for the elderly and disabled**

This group includes the provision of residential and personal care services for the elderly and disabled who are unable to fully care for themselves and/or who do not desire to live independently. The care typically includes room, board, supervision, and assistance in daily living, such as housekeeping services. In some instances, these units provide skilled nursing care for residents in separate on-site facilities.

### **GROUP 879 Other residential care activities**

This group includes the provision of residential and personal care services for persons, except the elderly and disabled, who are unable to fully care for themselves or who do not desire to live independently. This group includes activities provided on a round-the-clock basis directed to provide social assistance to children and special categories of persons with some limits on ability for self-care, but where medical treatment or education are not important elements such as orphanages, children's boarding homes and hostels, temporary homeless shelters and institutions that take care of unmarried mothers and their children. The activities may be carried out by public or private organizations.

This group also includes activities of halfway group homes for persons with social or personal problems, halfway homes for delinquents and offenders and disciplinary camps.



**DIVISION : 88 SOCIAL WORK ACTIVITIES WITHOUT  
ACCOMMODATION**

This division includes the provision of a variety of social assistance services directly to clients. The activities in this division do not include accommodation services, except on a temporary basis.

**GROUP 881 Social work activities without  
accommodation for the elderly and disabled**

This group includes social, counselling, welfare, referral and similar services which are aimed at the elderly and disabled in their homes or elsewhere and carried out by public or by private organizations, national or local self-help organizations and by specialists providing counselling services such as visiting of the elderly and disabled, day-care activities for the elderly or for handicapped adults and vocational rehabilitation and habilitation activities for disabled persons provided that the education component is limited.

**GROUP 889 Other social work activities without  
accommodation N.E.C.**

This group includes social, counselling, welfare, refugee, referral and similar services which are delivered to individuals and families in their homes or elsewhere and carried out by public or by private organizations, disaster relief organizations and national or local self-help organizations and by specialists providing counselling services such as welfare and guidance activities for children and adolescents, adoption activities, activities for the prevention of cruelty to children and others, household budget counselling, marriage and family guidance, credit and debt counselling services, community and neighbourhood activities, activities for disaster victims, refugees, immigrants, etc., including temporary or extended shelter for them, vocational rehabilitation and habilitation activities for unemployed



persons provided that the education component is limited, eligibility determination in connection with welfare aid, rent supplements or food stamps, child day-care activities, including for handicapped children, day facilities for the homeless and other socially weak groups and charitable activities like fund-raising or other supporting activities aimed at social work.

The DSD has developed 27 NOSS for the Social Care Sector up until the year 2015 which can be found under the Section 27: Care & Community Services as in Table 2.1: List of existing NOSS developed by Department of Skills Development



SECTOR / LEVEL	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<i>Domestic Worker</i>	Not Available	Not Available	<b>CC-020-3:2014</b> <i>Domestic Worker Supervision</i> (16-12-2014)	<b>CC-020-2:2014</b> <i>Domestic Worker Operation</i> (27-09-2004) (16-12-2014)	No Level
<i>Child Care</i>	<b>CC-011-5:2012</b> <i>Early Childhood Care &amp; Education</i> (05-03-2008) (18-12-2012)	<b>CC-011-4:2012</b> <i>Early Childhood Care &amp; Education</i> (05-03-2008) (18-12-2012)	<b>CC-011-3:2012</b> <i>Early Childhood Care &amp; Education</i> (05-03-2008) (18-12-2012)	No Level	No Level
<i>Children with Special Needs</i>		<b>CC-015-4:2014</b> <i>Children with Special Needs Care &amp; Education Administration</i> (02-04-2014)	<b>CC-015-3:2014</b> <i>Children with Special Needs Care &amp; Education Practice</i> (02-04-2014)	No Level	No Level
<i>Children Care Centre</i>		<b>CC-010-4:2014</b> <i>Children Caregiver Administration</i> (02-04-2014)	<b>CC-010-3:2014</b> <i>Children Caregiver Practice</i> (10-12-10)(02-04-2014)	No Level	No Level
<i>Autism-Education Practice</i>	Not Available	Not Available	<b>CC-018-3:2016</b> <i>Children with Autism Centre Operation</i> (04-02-2016)	No Level	No Level





SECTOR / LEVEL	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<i>Disabled Care</i>	<b>CC-012-4:2013</b> <i>Persons with Disabilities (PWD) Care Centre Administration</i> (24-04-2013)	<b>CC-012-4:2013</b> <i>Persons with Disabilities (PWD) Care Centre Administration</i> (24-04-2013)	<b>CC-012-3:2013</b> <i>Persons with Disabilities (PWD) Care Centre Operation</i> (01-10-09) (24-04-2013)	No Level	No Level
<i>Elderly Care</i>	<b>CC-013-5:2013</b> <i>Elderly Care Centre Management</i> (01-10-09) (24-04-2013)	<b>CC-013-4:2013</b> <i>Elderly Care Centre Administration</i> (01-10-09) (24-04-2013)	<b>CC-013-3:2013</b> <i>Elderly Care Centre Operation</i> (01-10-09) (24-04-2013)	No Level	No Level
<i>Social Welfare</i>	<b>CC-014-5:2014</b> <i>Social Welfare Management</i> (02-04-2014)	<b>CC-014-4:2014</b> <i>Social Welfare Coordination</i> (02-04-2014)	<b>CC-014-3:2014</b> <i>Social Welfare Practice</i> (02-04-2014)	No Level	No Level
<i>Community Services</i>	<b>CC-016-5:2015</b> <i>Community Service Management</i> (23-06-2009) (31-03-2015)	<b>CC-016-4:2015</b> <i>Community Service Administration</i> (23-06-2009) (31-03-2015)	<b>CC-016-3:2015</b> <i>Community Service</i> (23-06-2009) (31-03-2015)	No Level	No Level



SECTOR / LEVEL	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<i>Community Based Rehabilitation</i>	Not Available	Not Available	<b>CC-017-3:2015</b> <i>Community Based Rehabilitation Operation</i> (31-03-2015)	No Level	No Level
<i>After School</i>	Not Available	<b>OT-033-3</b> <i>Senior Carer (After School)</i> (01-10-09)	<b>OT-033-2</b> <i>Carer (After School)</i> (01-10-09)	No Level	No Level
<i>Marital, Couple and Family</i>	Not Available	Not Available	<b>OT-033-2</b> <i>Carer (After School)</i> (01-10-09)	No Level	No Level

**Table 2.4: Summary of NOSS developed under the Social Care Sector**

*(Source: NOSS Registry Oktober 2016)*



## **2.6 CHAPTER CONCLUSION**

It can be summarised in this chapter that the Malaysian Social Care Sector has big role in ensuring well-being and caring for the entire target group. Malaysia has many advantages through various initiatives and development planning that can be leveraged upon to make it internationally competitive with skilled workforce. Backed up with support and development by the government, private sectors and the community, promises a progressive future for the Social Care Sectors in Malaysia.



## CHAPTER 3: METHODOLOGY

### 3.1 CHAPTER INTRODUCTION

This chapter describes the methodology of the overall Occupational Framework process that was conducted throughout the Social Care Sector Occupational Framework analysis.

### 3.2 RESEARCH METHODOLOGY

Qualitative analysis was selected as the main method of obtaining input throughout this study. Qualitative research investigates the why and how of decision making, not just what, where, when. Hence, smaller but focused samples are more often used than large samples. It focuses on unique themes that illustrate the range of the meanings of the subject matter rather than the statistical significance of the occurrence. This process uses inductive reasoning, by which themes and categories emerge from the data through the researcher's careful examination and constant comparison. Qualitative research typically relies on the following methods for gathering information: Participant Observation, Non-participant Observation, Field Notes, Structured Interview, Semi-structured Interview, Unstructured Interview, and Analysis of documents and materials. A combination of these methods is applied in this study such as semi-structured interviews, participant observation, and discussion workshops.

Below are the methods used throughout the research conducted on the Social Care Sector:

#### **Step 1: Preliminary Info Gathering**

Preliminary information gathering was done via literature review/research and survey/questionnaires.

##### **(i) Literature Review**

A literature review on the Social Care Sector was carried out to get some insight of this sector in the context of the Malaysian scenario. The scope covered under this search includes definitions, current analysis of the sub-sectors/areas, current status of the Social Care Sector, skilled workers'



requirement in the local sub-sector and the industrial competition at international level. A Focus Group, comprises of SME (Subject Matter Experts) were selected from the sector to provide the relevant information for the items mentioned above.

The literature review is then presented to sector members to confirm the accuracy and relevancy to the sector.

## **(ii) Semi-Structured Surveys**

Semi-structured surveys also served as a source of information, please refer to Annex 3: Questionnaire. The survey was used as the instrument to confirm the findings obtained through qualitative analysis obtained in the workshop sessions. The respondents consisted of representatives from the organization/agencies relevant to the sub-sectors of the Social Care Sector

The questionnaire was developed by referring the findings from the workshops with sector panel members. The sub-sectors, areas, job titles and skill sets were adapted to become guiding questions in the questionnaire.

The questionnaire consisted of various questions that are semi-structured and respondents from the sector will be asked on the sector workforce.

## **Step 2: Engaging Industrial Experts**

Sector experts are engaged by applying various mediums such as brainstorming, focus group, interview, on-site visit, emails etc.

Experts from the Social Care Sector were identified for further communication and contact. The lists of experts were included in the list of development panel members in Annex 2; List of Contributors. In the process of gathering the input, DACUM brainstorming technique was adopted and were attended by development panel members who discussed the different sub-sectors and areas. Facts obtained during the literature review were also discussed and presented to the development panel members. The information gathered was then used as input to the Occupational Framework of the said sub-sector.

Workshops and interviews were conducted during the development of the Social Care Sector Occupational Framework. Follow up discussions with the



expert panel members were done in smaller groups to verify the findings of the Occupational Framework. The details of the workshops are as listed below:

Table 3.1: List of Occupational Framework Development session

Date	Venue	Activity
<b>5<sup>th</sup> – 6<sup>th</sup> November 2016</b>	Palace of Golden Horses Hotel, Kuala Lumpur	<ul style="list-style-type: none"> <li>• Confirmation of Preliminary Literature Search</li> <li>• Identification of Occupational Structure</li> </ul>
<b>26<sup>th</sup> November 2016</b>	Palace of Golden Horses Hotel, Kuala Lumpur	<ul style="list-style-type: none"> <li>• Confirmation of Occupational Structure</li> <li>• Development of Occupational Definition</li> </ul>
<b>16<sup>th</sup> December 2016</b>	Palace of Golden Horses Hotel, Kuala Lumpur	<ul style="list-style-type: none"> <li>• Confirmation of Occupational Structure</li> <li>• Development of Occupational Definition</li> </ul>

### Step 3: Data Analysis

Based on the activities conducted above, substantial data and information were collected. The data and information were discussed and analysed in development workshops, focus group discussions and interviews attended by selected key persons or experts from the public and private sub-sector. The presence of the key persons or experts ensured that the development of the Occupational Framework was current and relevant.

Throughout the development process, the Social Care Sector was analysed using the above methodology to identify the following:

- Scope of the Sector and its sub-sectors;
- Occupational groups of the sub-sector;
- Job titles;
- Skills in Demand;
- Hierarchy structure (Level 1 – 5); and
- Occupational Description.



#### **Step 4: Occupational Structure (OS) Development**

The Occupational Structure development technique is explained in detail in section, 3.2.1, Occupational Structure Development. Several elements were referred when developing the Occupational Structure (OS) such as the following:

- Identification of sub-sector/area/sub-areas (MSIC)
- Identification of Job Title (Organization Structure etc.)
- Identification of levelling based on MOSQF

#### **Step 5: Job Description Development**

The Job Description development technique was explained in detail in section 3.2.2, Occupational Description Development. The Job Description shall reflect the competencies performed for a particular job.

#### **Step 6: Finalizing OA Document**

The collated documents were finalised and presented in the format as prescribed by JPK.



### **3.2.1 Occupational Structure (OS) Development**

The Occupational Structure (OS) is developed based on the following processes:

#### **(a) Identification of sector scope and boundaries with other industries**

The identification the sector scope is important so that when identifying the relevant sub-sectors and areas under the sector, it will define the segmentation of the particular sector to other relevant industries. This will eliminate the possibility of duplication between common areas. The rule of thumb is to avoid taking into account the organization chart as this will include many other industries such as marketing, administration, human resources and public relations. These areas are common across various industries and have a different set of skill sets. Grouping based on similar skill sets in terms of technical abilities is a determining factor. The MSIC and existing Occupational Structures in the DSD NOSS Registry were also used as a point of reference.

#### **(b) Identification of sub-sector/area/sub-area**

The coverage of a sub-sector should be able to accommodate a number of areas and sub-areas where applicable. Sub-sectors are identified as being components of a sector and can be clustered in terms of classification, segmentation or process driven.

#### **(c) Identification of job titles**

In order to identify job titles, it was important to obtain consensus from expert panel members that the job title is common between organizations either Small, Medium or Enterprise (SME) and is easily accepted by practitioners in the sector.

#### **(d) Levelling of job titles**

Levelling of a job title was done based on the level of competency required to be deemed competent at a specific designation. The level





descriptors in Annex 1 is used as a reference when determining the different levels relevant to a specific job title.

### 3.2.2 Occupational Description Development

The Occupational Description (OD) is the detailed description of the main job scope of the job title. The OD is developed using a combination of brainstorming sessions with panel members and then the Occupational Descriptions would be compared to other available descriptions for the same job title. Below are the main steps in producing an OD for the respective job titles:

- (i) determine the main areas and sub-areas in the sub-sector;
- (ii) identify the job titles; and
- (iii) identify the job scope.

To describe the Occupational Description clearly, the statement must consist of a **Verb**, **Object** and **Qualifier**. The rationale of determining the description attributes is to facilitate NOSS development especially in job and competency analysis.



### a) Object

The object is determined first before the verb and qualifier. It is the main determinant to distinguish one job to another. The objects are acquired from the industrial experts during a brainstorming session and written on DACUM cards so that all the experts can see the objects identified. Objects of those in the related sub-sector or area are determined as in the example below:

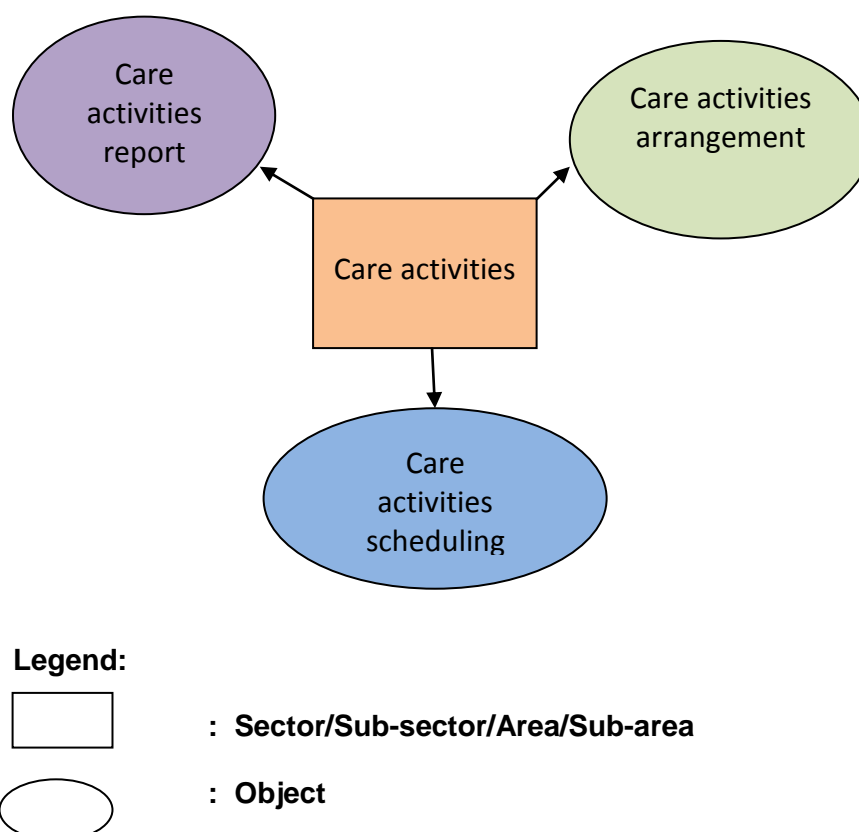


Figure 3.1: Example of Identifying Objects



## b) Verb

The verb is then determined based on the level of difficulty of the identified job titles, such as below:

- Object: **Care activities**
- Verb for Level 3: **Carry Out**
- Verb for Level 4: **Coordinate**
- Verb **for Level 5: Plan**

Hence, the contents of the job definitions will be as below:

- Care Centre Manager (Level 5)
  - ✓ **Plan** care activities + (qualifier)
- Care Centre Coordinator (Level 4)
  - ✓ **Coordinate** care activities + (qualifier)
- Carer (Level 3)
  - ✓ **Carry out** care activities + (qualifier)

## c) Qualifier

Based on the example above, the statement is not clear as there is no qualifier for the object, therefore a qualifier must be added to further clarify it. Below is an example:

- **Coordinate care activities planning**

## 3.3 CHAPTER CONCLUSION

This chapter has elaborated on the methodology used in the study which is through literature review and DACUM brainstorming sessions. The results of the Occupational Structure and Occupational Description development and skills in-demand identified by focus group and sector surveys are presented in the next chapter, Chapter 4, Findings.



## CHAPTER 4: FINDINGS

### 4.1 CHAPTER INTRODUCTION

The identified sub-sectors for the Social Care Sector were obtained through discussions with sector experts during the development workshop sessions and interviews. Based on the discussions held during development workshops, the development panel members had identified that the Social Care Sector in Malaysia was categorized into 7 sub-sectors which are: -

- i. Elderly Care and Services
- ii. Child Care and Services
- iii. PWD's Care and Services
- iv. Women Care Services
- v. Juvenile & Young Person Rehabilitation
- vi. Social Support Services
- vii. Domestic Care Services

Research instruments used were focus group discussions, semi-structured surveys, interviews. Information was initially obtained from available material. This information was then analysed and used as the basis for the initial working group workshops. During the initial working group workshops, the information was analysed and grouped into three key theme areas which were:

- Sector Background
- Occupational Structure
- Skills in Demand

These key theme areas were then used as a guide and checklist to obtain information through focus group discussions with relevant stakeholders in Malaysia. The feedback and input obtained from the focus group discussions were then analysed to determine the current sector scenario in Malaysia.

In order to obtain information on skills in demand and sector intelligence, semi-structured surveys were distributed to the respondents who were representatives of the relevant organisations. The input acquired from the meetings, interviews and survey responses were then reviewed.



## **4.2 SURVEY ANALYSIS**

Based on the main key themes, a semi-structured survey was formulated to address each of the areas of discussion that will ultimately lead to the objective of the project. The survey comprised of 9 questions which were divided into 2 sections revolving the key themes identified during the focus group discussion. A sample of the survey questions is included in this report in Annex 3.

The semi-structured survey was provided to a total of 20 respondents representing various stakeholders. Generally during each meeting the main topics of discussion revolved around the topics in the questionnaire. Most workshop discussions consisted of a more collective discussion of pertaining issues. Material and samples of relevant documentation were provided for further comprehension during the meetings whereas web links and material were emailed to the researcher by the corresponding organisations. The findings of the survey are elaborated in the following sections.

## **4.3 OCCUPATIONAL STRUCTURE**

The identified sub-sectors for the Social Care Sector were obtained through literature research and discussions with sector experts during the development workshop sessions and interviews. The Occupational Structure for Social Care Sector is as table below.



SOCIAL CARE @ MSIC SECTOR Q: HUMAN HEALTH AND SOCIAL WORK ACTIVITIES					
SOCIAL CARE @ MSIC DIVISION 87 & 88: RESIDENTIAL CARE ACTIVITIES & SOCIAL WORK ACTIVITIES WITHOUT ACCOMODATION					
Sub-sector	Elderly Care and Services		Child Care and Services		
Sub-area / Level	Elderly Activity Centre	Elderly Care Centre	Child Activity Centre	Child Care Centre	Early Childhood Care and Development (ECCD)
L5	Elderly Activity Centre Manager	Elderly Care Centre Manager	Child Activity Centre Manager	Child Care Centre Manager	ECCD Manager*
L4	Elderly Activity Centre Assistant Manager	Elderly Care Assistant Manager	Child Activity Centre Assistant Manager	Child Care Assistant Manager	ECCD Assistant Manager*
L3	Elderly Activity Centre Supervisor*	Elderly Care Supervisor*	Child Activity Centre Supervisor*	Child Care Supervisor	ECCD Educator*
L2	Elderly Activity Centre Coordinator*	Elderly Carer*	Child Activity Centre Coordinator*	Child Carer	ECCD Assistant*
L1	No Level	No Level	No Level	No Level	No Level

★ Critical Job Title

Table 4.1: Social Care Occupational Structure –  
Sub sector Elderly Care and Services & Child Care and Services



SOCIAL CARE @ MSIC SECTOR Q: HUMAN HEALTH AND SOCIAL WORK ACTIVITIES				
SOCIAL CARE @ MSIC DIVISION 87 & 88: RESIDENTIAL CARE ACTIVITIES & SOCIAL WORK ACTIVITIES WITHOUT ACCOMODATION				
Sub-sector	PWD's Care and Services		Woman Care Services	Juvenile & Young Person Rehabilitation
Sub-area / Level	PWD's Community Based Rehabilitation (CBR) Centre	PWD's Care Centre		
L5	CBR Centre Manager	PWD's Care Centre Manager	Woman Care Centre Manager*	Juvenile & Young Person Rehabilitation Manager
L4	CBR Centre Assistant Manager	PWD's Care Assistant Manager	Woman Care Assistant Manager*	Juvenile & Young Person Rehabilitation Assistant Manager
L3	CBR Centre Coordinator	PWD's Care Supervisor	Woman Care Coordinator*	Juvenile & Young Person Rehabilitation Coordinator*
L2	CBR Centre Assistant	PWD's Carer	No Level	No Level
L1	No Level	No Level	No Level	No Level

★ Critical Job Title

Table 4.2: Social Care Occupational Structure –  
Sub sector PWD's Care and Service, Woman Care Services and Juvenile & Young Person Rehabilitation



SOCIAL CARE @ MSIC SECTOR Q: HUMAN HEALTH AND SOCIAL WORK ACTIVITIES								
SOCIAL CARE @ MSIC DIVISION 87 & 88: RESIDENTIAL CARE ACTIVITIES & SOCIAL WORK ACTIVITIES WITHOUT ACCOMODATION								
Sub-sector	Social Support Services							Domestic Care Services
Sub-area / Level	Community Counselling	Community Work Services	Social Welfare	Social Work	Social Enterprise Centre	Independent Living Centre	Social Job Coaching	
L5	No Level	Community Services Manager	Social Welfare Manager	No Level	Social Enterprise Centre Manager	Independent Living Centre Manager	No Level	Domestic Care Manager
L4	Para Counsellor*	Community Services Assistant Manager	Social Welfare Assistant Manager	Social Work Practitioner*	Social Enterprise Centre Assistant Manager*	Independent Living Assistant Manager	Job Coach*	Domestic Care Assistant Manager
L3	No Level	Community Services Supervisor	Social Welfare Practitioner	No Level	Social Enterprise Centre Coordinator*	Independent Living Coordinator	No Level	Domestic Care Supervisor
L2	No Level	Community Services Workers	No Level	No Level	No Level	No Level	No Level	Domestic Workers
L1	No Level	No Level	No Level	No Level	No Level	No Level	No Level	No Level

★ Critical Job Title

Table 4.3: Social Care Occupational Structure –  
Sub Sector Social Support Service and Domestic Care Services





#### **4.4 OCCUPATIONAL DESCRIPTION**

The Occupational Description describes the occupations under the Occupational Structure in terms of competencies and duties that they are designated to carry out as competent personnel. These Occupational Descriptions can be used as reference for employees, employers, practitioners, trainers and academicians alike. The Occupational Descriptions in this chapter are organised according to sub-sector, area and hierarchy of levels. Please refer the details of these Occupational Descriptions in Annex 5 of this report.

#### **4.5 CRITICAL JOB TITLE**

This section will highlight the critical job titles which reflect skilled personnel requirement in the Social Care Sector. Job titles under this category reflect the immediate sector requirement for skilled workers.

The identification of critical job titles is the essence of developing the Occupational Standard for the job so that formal training can be carried out and skilled workers can be produced and supplied to the sector. It must be highlighted that, other job titles are not considered as critical because the current number of personnel under these categories are sufficient or the NOSS for the trade has been developed and do not need revision at this moment.

With reference to Table 4.4, the critical job titles are defined based on the following scenarios in order of importance:

- Shortages of skilled workers supply in the sector
- Shortages of workers for a particular job area in the sector
- Strategic assessment in terms of direction for both short term and long term periods



**Table 4.4: List of Critical Job Titles**

No.	List of Critical Job Title	Sub-Sector	Job area	Level
1	Elderly Activity Centre Supervisor*	Elderly Care and Services	Elderly Activity Centre	4
2	Elderly Activity Centre Coordinator*	Elderly Care and Services	Elderly Activity Centre	3
3	Elderly Care Supervisor*	Elderly Care and Services	Elderly Care Centre	3
4	Elderly Carer*	Elderly Care and Services	Elderly Care Centre	2
5	Child Activity Centre Supervisor*	Child Care and Services	Child Care Centre	3
6	Child Activity Centre Coordinator*	Child Care and Services	Child Care Centre	2
7	ECCD Manager*	Child Care and Services	Early Childhood Care and Development (ECCD)	5
8	ECCD Assistant Manager*	Child Care and Services	Early Childhood Care and Development (ECCD)	4
9	ECCD Educator*	Child Care and Services	Early Childhood Care and Development (ECCD)	3
10	ECCD Assistant*	Child Care and Services	Early Childhood Care and Development (ECCD)	2
11	Woman Care Centre Manager*	Woman Care Services	Woman Care Services	5
12	Woman Care Assistant Manager*	Woman Care Services	Woman Care Services	4
13	Woman Care Coordinator*	Woman Care Services	Woman Care Services	3
14	Juvenile & Young Person Rehabilitation Coordinator*	Juvenile & Young Person Rehabilitation	Juvenile & Young Person Rehabilitation	3
15	Lay Community Counsellor*	Social Support Services	Social Support Services	3
16	Social Work Practitioner*	Social Support Services	Social Work	4
17	Job Coach*	Social Support Services	Social Job Coaching	4



## 4.6 SKILLS IN DEMAND

This section highlighted the skills in demand which is a requirement for skilled personnel requirement in the Social Care Sector. Job titles under this category reflect the immediate sector requirement for skilled workers. The identification of critical job titles is the essence of developing the Occupational Standard for the job so that formal training can be carried out and skilled workers can be produced and supplied to the sector. Other job titles, that are not listed skills in demand are considered sufficient. Findings for this section which are shown in Table 4.3, were obtained via qualitative analysis during discussions with focus group and through survey respondents

**Table 4.5: Skills in Demand**

Skills in Demand	Rationale, Challenges and Issues	Potential Strategies and Proposed Solutions
<b>1. SHORTAGES OF COMPETENT WORKFORCE</b>		
Elderly Care and Services	<p>Among the challenges faces by the industries for this area include:</p> <ul style="list-style-type: none"> <li>• Lack of skilled worker</li> </ul> <p>Currently the person in this field faced various challenges including: -</p> <ul style="list-style-type: none"> <li>• Underpaid</li> <li>• Overworked</li> <li>• Lack of facilities</li> </ul>	<p>The potential solution include: -</p> <ul style="list-style-type: none"> <li>• Revise salary rate base on level of competency</li> </ul>
Child Care and Services	<p>Among the challenges faces by the industries for this area include:</p> <ul style="list-style-type: none"> <li>• Lack of skilled worker</li> <li>• Lack of interest for young people due to salary</li> <li>• Most parents can't effort to pay more for care services</li> </ul>	<p>The potential solution include: -</p> <ul style="list-style-type: none"> <li>• Required government support especially for financial support</li> <li>• Enforcement for care centre with no accreditation must be more stringent</li> </ul>



Skills in Demand	Rationale, Challenges and Issues	Potential Strategies and Proposed Solutions
	<p>Currently the person in this field faced various challenges including: -</p> <ul style="list-style-type: none"> <li>• Underpaid</li> <li>• Overworked</li> <li>• Lack of facilities</li> </ul>	
PWD's Care and Services	<p>Among the challenges faces by the industries for this area include:</p> <ul style="list-style-type: none"> <li>• Lack of skilled worker</li> <li>• Lack of interest for young people due to salary and social conscious</li> <li>• Most parents don't have awareness on where to get help for their child who had disabilities</li> </ul> <p>Currently the person in this field faced various challenges including: -</p> <ul style="list-style-type: none"> <li>• Underpaid</li> <li>• Overworked</li> <li>• Lack of facilities</li> </ul>	<p>The potential solution include: -</p> <ul style="list-style-type: none"> <li>• Required government support especially for financial support</li> <li>• More awareness program to be conducted</li> </ul>
Woman Care Services	<p>Among the challenges faces by the industries for this area include:</p> <ul style="list-style-type: none"> <li>• Lack of skilled worker</li> <li>• Lack of interest for young people due to salary and social conscious</li> </ul> <p>Currently the person in this field faced various challenges including: -</p> <ul style="list-style-type: none"> <li>• Underpaid</li> <li>• Overworked</li> <li>• Lack of facilities</li> </ul>	<p>The potential solution include: -</p> <ul style="list-style-type: none"> <li>• Required government support especially for financial support</li> <li>• More awareness program to be conducted</li> </ul>



Skills in Demand	Rationale, Challenges and Issues	Potential Strategies and Proposed Solutions
Social Support Services	<p>Among the challenges faces by the industries for this area include:</p> <ul style="list-style-type: none"> <li>• Lack of skilled worker</li> <li>• Lack of interest for young people due to social conscious and allowance rate</li> <li>• Lack of appreciation from government and also from society for volunteer</li> </ul> <p>Currently the person in this field faced various challenges including: -</p> <ul style="list-style-type: none"> <li>• Underpaid</li> <li>• Lack of competency</li> </ul>	<p>The potential solution include: -</p> <ul style="list-style-type: none"> <li>• Government and society must give more appreciation through various medium</li> <li>• Special recognition and allowance rate for social work volunteer can be propose to get young people get interested in doing social activities</li> </ul>
<b>2. TECHNICAL SKILLS</b>		
Information Technology (IT) and Human Resource (HR) skills	Most common skills required by Management team	Include required skills in training
Technical judgement	Technical judgement skills are important for the workers at operation level	Include required skills in training
Safety training	Most critical for all operation personal	Include required skills in training
<b>3. SOFT SKILLS</b>		
Understanding Employment/ Project Terms And Condition	Critical in for each person in this industry	Include required skills in training
Communication Skills	Critical for every person in this industry	Include required skills in training
Public Relation Skills	Critical for every person in this industry	Include required skills in training
Problem Solving Skills	Critical for every person in this industry	Include required skills in training



## **4.7 CHAPTER CONCLUSION**

Based on this chapter, the sub-sectors that have been identified reflected the sub-sectors in the Social Care Sector. The visual representations of the Occupational Structures will enable the sector to be interpreted at a glance in terms of levels of competency and available career paths.

The Occupational Descriptions are elaborated in Annex 5 of this report, which outline the responsibilities of a particular job. The skills in demand identified via the surveys and working groups can assist the sector in identifying the rationale and challenges plus the proposed strategies to overcome skills shortage in the sector.



## **CHAPTER 5: DISCUSSION, RECOMMENDATION & CONCLUSION**

This chapter elaborates the conclusion obtained based on the synthesis of findings. This will be followed by the recommendations as put forth by the researcher based on input throughout the development of this Occupational Analysis.

### **5.1 DISCUSSION**

This section will highlight the critical job titles which reflect skilled personnel requirement in the Social Care Sector. Job titles under this category reflect the immediate sector requirement for skilled workers.

Based on the findings obtained throughout the Occupational Analysis on the Social Care Sector, 4 sub sectors have been identified as being crucial and in demand for the sector. The job titles identified require a holistic view in development of standard, skills training and also certification for recognition. If the competency requirements documented in NOSS format, the personnel in these areas will obtain a more structured skills training and will also enable personnel who are experienced and skilled to be certified.

### **5.2 RECOMMENDATION**

In line with Malaysia's economic plans for the coming years, an occupational Framework of the Social Care Sector has been identified. It is hoped that the result of this Occupational Framework will be used as reference to fulfil the future plans of developing skilled personnel and certifying Malaysians in this sector towards improving the quality of the local sector and thus boosting Malaysia's global competitiveness.

There are several options when addressing or mitigating workforce demand and supply. It may include establishing and maintaining partnerships with other agencies or departments, or educational institutions to increase external talent pools and also through the training of existing staff in line with new skills requirements.



Based on the above comments, specific recommendations are listed below:

- i) To continue and streamline efforts in NOSS development for areas under the Social Care Sector in line with the findings of this analysis. This includes the development of the NOSS for the sectors and sub-sectors that are in demand and have not been developed.
- ii) To encourage apprenticeship (National Dual Training System –NDTS) training in the sector to be run for the areas identified suitable.
- iii) Promote certification of existing and experienced personnel in the sector through Accreditation via Prior Learning (*Pengiktirafan Pentauliahan Terdahulu – PPT*).

### **5.3 CONCLUSION**

The conclusion is based on the specified objectives of the Occupational Framework as elaborated below:

#### **Objective 1: Occupational Structure**

As a result of the Social Care Sector Occupational Framework conducted together with expert panel members from various organizations, a total of 7 main sub-sectors and 53 job titles have been identified.

By planning and conducting the training and certification of Social Care Sector personnel in the near future, it is hoped that there will be a steady flow of local skilled and certified workers.

#### **Objective 2: Occupational Descriptions**

The Occupational Descriptions for all the different job titles were obtained during the workshops and further confirmed during the survey. These Occupational Descriptions will also serve as reference of job scope and the required competencies for NOSS development.





### **Objective 3: Skills in Demand**

Based on the survey findings, the survey respondents highlighted the skills in demand are as follows:

- Information Technology (IT) and Human Resource (HR) skills
- Technical judgement
- Safety training
- Creativity Thinking
- Communication Skills
- Public Relation Skills
- Problem Solving Skills

The skills above are encouraged to be included in the training curriculum according to the respective areas.

### **Overall Conclusion**

It is hoped that the result of this Occupational Framework research and development work will be able to be used as a reference as how to fulfil the future plans of developing skilled personnel and certifying Malaysians in the Social Care Sector towards enhancing services provided by the sector players.



## REFERENCES

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- iii) <http://www.kpwkm.gov.my/kpwkm/>
- iv) Laporan Statistik Jabatan Kemajuan Masyarakat 2015
- v) Daftar NOSS 26 Oktober 2016
- vi) ICF GHK. The economic value of the adult social care sector in England. Final Report. Published By: Skills for Care. *Archived: Oktober 2016*



## **ANNEX 1: MOSQF LEVEL DESCRIPTORS**



**MALAYSIAN OCCUPATIONAL SKILLS QUALIFICATION FRAMEWORK (MOSQF)  
LEVEL DESCRIPTOR**

<b>Level</b>	<b>Level Description</b>
<b>1</b>	Achievement at this level reflects the ability to use relevant knowledge, skills and procedures to complete routine and predictable tasks that include responsibility for completing tasks and procedures subject to direction or guidance
<b>2</b>	Achievement at this level reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problem. It includes taking responsibility for completing tasks and procedures, and exercising autonomy and judgment subject to overall direction or guidance
<b>3</b>	Achievement at this level reflects the ability to identify and use relevant understanding, methods and skills to complete task and address problems that are well defined with a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgments within limited parameter. It also reflects awareness of different perspectives or approaches within a sub-area of study or work
<b>4</b>	Achievement at this level reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgment within fairly broad parameters. It also reflects understanding of different perspective or approaches within a sub-area of study or work
<b>5</b>	Achievement at this level reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgment within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them
<b>6</b>	Achievement at this level reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgment. It also reflects an understanding of different perspectives, approaches of schools of thought and the theories that underpin them
<b>7</b>	Achievement at this level reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgment. It also reflects an understanding of theoretical and relevant methodological perspectives, and how they affect their sub-area of study or work



Level	Level Description
8	<p>Achievement at this level reflects the ability to develop original understanding and extend a sub-area of knowledge or professional practice. It reflects the ability to address problematic situations that involve many complexes, interacting factors through initiating, designing and undertaking research, development or strategic activities. It involves the exercise of broad autonomy, judgement and leadership in sharing responsibility for the development of a field of work or knowledge, or for creating substantial professional or organisational change. It also reflects a critical understanding of relevant theoretical and methodological perspectives and how they affect the field of knowledge or work.</p>



## **ANNEX 2 : LIST OF CONTRIBUTORS**



### LIST OF SECTOR PANEL MEMBERS FOR THE SOCIAL CARE SECTOR FRAMEWORK DEVELOPMENT

NO	NAME	EXPERTISE	POSITION	ORGANISATION
1.	Tn. Haji Fazari Bin Mohd Salleh	Social and Community Services	Deputy Director General	Department of Social Welfare
2.	Pn. Wan Noraidah Binti Wan Mohd Zain	Social and Community Services	State Director	Department of Social Welfare (WP)
3.	Dr. Salimah Binti Othman	Family Health Development	Assistant of Senior Director General Family Health Development Division	Ministry of Health
4.	En. Azmir Bin Kassim	Productive Welfare	Senior Principle Assistant Director Productive Welfare	Department of Social Welfare
5.	En. Azmi Bin Abdul Karim	Quality Standard	Senior Principle Assistant Director Quality Standard Division	Department of Social Welfare
6.	En. Zulkhairi Bin Zainol Abidin	Development of PWDs	Senior Principle Assistant Director Development of PWDs	Department of Social Welfare
7.	En. Zulkifli Bin Ismail	Community Development	Director of Community Development	Department of Social Welfare
8.	Mr. Teoh Ai Hua	Social and Community Services	President	Malaysian Association of Social Workers (MASW)
9.	En. Sharudin Bin Shar Kashim	Social and Community Services	Counselling	Freelancer
10.	Pn. Norhida Binti Abdul Aziz	Community Development	Assistant of Director General Community Division	Department of Social Welfare
11.	En. Zulkhairi Bin Zainol Abidin	Person with Disabilities Development Department	Senior Principal Assistant Director JPOKU	Department of Social Welfare



12.	Pn. Sarida Binti Saidin	Person with Disabilities Development Department	Principle Assistant Director JPOKU	Department of Social Welfare
13.	Pn. Nurulhuda Binti Zainal	Person with Disabilities Development Department	Assistant Director JPOKU	Department of Social Welfare

**LIST OF THE SOCIAL CARE SECTOR  
OCCUPATIONAL FRAMEWORK TECHNICAL EVALUATION  
COMMITTEE**

NO	NAME	POSITION/ORGANISATION
1.	Dr. Chandramalas A/P Kanthavelu	Assistant of Principle Director, Elderly Care Health Sector Department of Family Health Development, Ministry of Health
2.	En. Bazlan Bin Ismail	Assistant of Principle Director, Division of Elderly Care Department of Social Welfare
3.	Pn. Siti Mariam Binti Sageh	Training Consultant, Social Institute of Malaysia
4.	En. Arfan Bin Sulaiman	Director, Division of Child Care Department of Social Care
5.	En. Sabaram Naidu A/L Sathirivoo	Assistant of Director Division of Physiology and Counselling Department of Social Care

**LIST OF DEPARTMENT OF SKILLS DEVELOPMENT(DSD)  
OFFICERS INVOLVED IN THE SOCIAL CARE SECTOR  
OCCUPATIONAL FRAMEWORK DEVELOPMENT**

NO	NAME	POSITION/ ORGANISATION
1.	En. Muhd Amin Bin Haron	Department of Skills Standard (DSD)





**LIST OF FACILITATORS FOR THE SOCIAL CARE SECTOR OCCUPATIONAL  
FRAMEWORK DEVELOPMENT**

**FACILITATORS**

FAHISZAM BIN SAAD  
AH FAEZAL HUSNI BIN ARSHAD

**RESEARCHER**

NORFADILAH BINTI ITHNIN



## **ANNEX 3: QUESTIONNAIRE**



## **SOCIAL CARE SECTOR**

### **OCCUPATIONAL FRAMEWORK SURVEY**

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*Greetings & Salam 1 Malaysia.*

In collaboration with the Department of Skills Development (DSD), Ministry of Human Resources, the researcher is currently conducting an analysis on the Occupational Framework of the Social Care Sector. From this analysis, the sector framework, occupational structure, occupational job titles, and job description will be summarised for the use of the Government, private sector, investors, employers, employees, educators or any personnel involved either directly or indirectly with this sector.

We would like to extend our heartfelt gratitude upon your cooperation in answering this survey. This survey will be used as field data in order to conduct a comprehensive analysis of the Occupational Framework on the sector.

Please fill in where necessary in the forms provided. Any inconvenience caused is deeply regretted. Do advise us if you wish to remain anonymous in your survey response. There will be further communication with survey respondents in order to verify our findings.

The completed questionnaire can be returned by hand or emailed to:  
Ah Faezal Husni Bin Arshad: pfhberhad@gmail.com

#### **Survey Respondent Details**

Name : \_\_\_\_\_

Position : \_\_\_\_\_

Organisation : \_\_\_\_\_

Date : \_\_\_\_\_



Please answer the questions below in the space provided, additional pages may be added if necessary. There are 7 questions in this 7-page survey.

## SECTION 1: SECTOR WORKFORCE

**1. Please fill in and list down the Job Titles and Job Scope according to the specified job area relevant to you.**

**Job Area:** \_\_\_\_\_

Job Levels	Job Titles	Job Scope
Specialisation and Innovation		
Technical Management		
Coordination (Supervision)		
Operation and Production		

### **Legend:**

#### **Specialisation and Innovation:**

The personnel should possess competency in innovation and specialization relevant to the specific area

#### **Technical Management:**

The personnel are responsible for managing the technical aspects of the job area

#### **Coordination (Supervision):**

The personnel are responsible for supervising a group of subordinates and coordinating work activities at the work site

#### **Operation and Production:**

The personnel are responsible for operation of machineries, equipment and etc. They are also involved directly in the production process.



**2. Please tick the jobs in demand (critical jobs) and rank the urgency of the demand**

Job Areas	Jobs in Demand Please (✓) where applicable	Rationale (Please explain why it is in demand)	Issues and challenges related to job in demand	Proposed Solution(s) To Provide Manpower for Critical Job
a) Elderly Activity Centre				
b) Elderly Care Centre				
c) Child Activity Centre				
d) Child Care Centre				



Job Areas	Jobs in Demand Please (✓) where applicable	Rationale (Please explain why it is in demand)	Issues and challenges related to job in demand	Proposed Solution(s) To Provide Manpower for Critical Job
e) Early Childhood Care and Development (ECCD)				
f) PWD's Community Based Rehabilitation (CBR) Centre				
g) PWD's Care Centre				
h) Woman Care Services				
i) Juvenile & Young Person Rehabilitation				



Job Areas	Jobs in Demand Please (✓) where applicable	Rationale (Please explain why it is in demand)	Issues and challenges related to job in demand	Proposed Solution(s) To Provide Manpower for Critical Job
j) Community Counselling				
k) Social Welfare				
l) Community Work Services				
m) Social Work				
n) Social Enterprise Centre				



Job Areas	Jobs in Demand Please (✓) where applicable	Rationale (Please explain why it is in demand)	Issues and challenges related to job in demand	Proposed Solution(s) To Provide Manpower for Critical Job
o) Social Independent Living Centre				
p) Social Job Coaching				
q) Domestic Care Services				





3. Please fill in the following for the job area relevant to you or that you have knowledge of:

<b>Job Areas</b>	<b>Technical Skills Required (example: Planning, Operation)</b>	<b>Skills Gaps (Please state skills that are in shortage)</b>	<b>Emerging Skills (Skills that are not core but required in future, if any)</b>
a) Elderly Care and Services			
b) Child Care and Services			
c) PWD's Care and Services			
d) Woman Care Services			



Job Areas	Technical Skills Required (example: Planning, Operation)	Skills Gaps (Please state skills that are in shortage)	Emerging Skills (Skills that are not core but required in future, if any)
e) Juvenile & Young Person Rehabilitation			
f) Social Support Services			
g) Domestic Care Services			
<i>Please state other Job Area if not mentioned above:</i>			



4. Please rank the challenges or difficulties faced currently in the sector.

No	Items	Please list all the challenging items in sequence (from the most challenging to the less challenging, i.e. 1 – most challenging to 9 – least challenging)								
		1	2	3	4	5	6	7	8	9
a)	International trade									
b)	Environment									
c)	Competency & Manpower									
d)	Technology advancement									
e)	Political									
f)	Heavy investment (capital)									
g)	International legislation									
h)	Green technology									
i)	Market share (competition)									
j)	TPPA									
k)	Operating cost									
l)	Hinder and congestion									
m)	Human trafficking									
n)	Security									



## SECTION 2: SECTOR BACKGROUND

5. Please list down the main regulatory bodies in your organization
  
  
  
  
  
  
  
  
  
  
6. Please list down the related legislation in your organization.
  
  
  
  
  
  
  
  
  
  
7. What is the major government and sector based programs, if any, to social care development in the social care sector?

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End of Questionnaire.

**Thank you for your cooperation.**

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Should you have any questions or inquiries concerning completing this survey, please contact:

Ah Faezal Husni, at [pfhberhad@gmail.com](mailto:pfhberhad@gmail.com)



## **ANNEX 4: OCCUPATIONAL DESCRIPTION (OD)**



## **SUB-SECTOR: ELDERLY CARE AND SERVICES**

### **AREA : ELDERLY ACTIVITY CENTRE**

#### **ELDERLY ACTIVITY CENTRE COORDINATOR\* (LEVEL 2)**

The Elderly Activity Centre Coordinator is responsible to assist in Elderly Activity Centre facilities and programs that emphasize on Elderly Activity Centre developmental needs and interest with the compliance of related laws and policies. Elderly Activity Centre provides care, protection, rehabilitation, training services, job opportunities for the disabled and encourages active participation to enhance the development and integration of the disabled into society

#### **Responsibilities may include:**

- Prepare general report for Elderly Activity Centre services;
- Prepare progress report for Elderly Activity Centre institution resident;
- Assist in program for Elderly Activity Centre development;
- Assist in integration for Elderly Activity Centre;
- Assist in care for Elderly Activity Centre;
- Assist in registration for Elderly Activity Centre; and
- Assist in rehabilitation for Elderly Activity Centre.

#### **Knowledge, Skills, Attitude**

##### **An Elderly Activity Centre Coordinator needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have good communication



## **SUB-SECTOR: ELDERLY CARE AND SERVICES**

### **AREA : ELDERLY ACTIVITY CENTRE**

#### **ELDERLY ACTIVITY CENTRE SUPERVISOR\* (LEVEL 3)**

The Elderly Activity Centre Supervisor is responsible to coordinate, supervise and carry out of Elderly Activity Centre facilities and programs that emphasize on Elderly Activity Centre developmental needs and interest with the compliance of related laws and policies. Elderly Activity Centre provides care, protection, rehabilitation, training services, job opportunities for the disabled and encourages active participation to enhance the development and integration of the disabled into society

#### **Responsibilities may include:**

- Supervise subordinate activities;
- Prepare general report for Elderly Activity Centre services;
- Prepare progress report for Elderly Activity Centre institution resident;
- Carry out program for Elderly Activity Centre development;
- Carry out integration for Elderly Activity Centre;
- Carry out care for Elderly Activity Centre;
- Carry out registration for Elderly Activity Centre; and
- Carry out rehabilitation for Elderly Activity Centre.

#### **Knowledge, Skills, Attitude**

##### **An Elderly Activity Centre Supervisor needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills



## **SUB-SECTOR: ELDERLY CARE AND SERVICES**

### **AREA : ELDERLY ACTIVITY CENTRE**

#### **ELDERLY ACTIVITY CENTRE ASSISTANT MANAGER (LEVEL 4)**

The Elderly Activity Centre Assistant Manager is responsible to assist in coordination and supervision of all programs, activities and staff at a designated Elderly Activity Centre. Incumbents are expected to provide leadership and training to both staff and volunteers, to actively participate in program planning and development and to supervise the day to day centre operations and activities.

#### **Responsibilities may include:**

- Assists in the development and implementation of goals, objectives, policies and procedures for the seniors section;
- Assist in preparation and administration of an assigned senior centre;
- Assist in managing daily activities and events of an Elderly Activity Centre;
- Assist in evaluates Elderly Activity Centre and programs and recommends improvements;
- Assist in identifying service needs of Elderly and develops and implements programs to fulfill these needs;
- Assist in recruiting and provides leadership to volunteers and schedules and plans their work assignments;
- Assist in coordinating with nutrition staff to provide noon meals;
- Arrange transport of Elderly to and from the centre; observes, reports and follows up on building repair and maintenance needs;
- Assist in performing outreach to acquaint senior citizens with centre services and provides information and referral of Elderly to appropriate community agencies;
- Assist in coordinating with community agencies to provide legal, public and mental health, social services, adult school and other services and educational courses at the centre;
- Assist in preparing periodic statistical reports pertaining to Elderly Activity Centre and programs for management review;
- Assist in maintaining current knowledge trends and advancements in Elderly Activity Centre program planning and implementation;





### **Knowledge, Skills, Attitude**

#### **An Elderly Activity Centre Assistant Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills
- to have analytical skills



## **SUB-SECTOR: ELDERLY CARE AND SERVICES**

### **AREA : ELDERLY ACTIVITY CENTRE**

#### **ELDERLY ACTIVITY CENTRE MANAGER (LEVEL 5)**

The Elderly Activity Centre Manager is responsible for the coordination and supervision of all programs, activities and staff at a designated Elderly Activity Centre. Incumbents are expected to provide leadership and training to both staff and volunteers, to actively participate in program planning and development and to supervise the day to day centre operations and activities.

#### **Responsibilities may include:**

- Assists in the development and implementation of goals, objectives, policies and procedures for the seniors' section;
- Participates in the preparation and administration of an assigned senior centre budget;
- Plans, organizes, assigns, reviews, evaluates and directs the work of assigned staff;
- Participates in the selection of personnel and provides for their training and professional development;
- Confers with and provides professional assistance to Elderly Activity Centre and related matters;
- Directs the daily activities and events of an Elderly Activity Centre;
- Evaluates Elderly Activity Centre and programs and recommends improvements;
- Works with centre advisory board to identify service needs of Elderly and develops and implements programs to fulfill these needs;
- Recruits and provides leadership to volunteers and schedules and plans their work assignments;
- Coordinates with nutrition staff to provide noon meals;
- Oversees transport of Elderly to and from the centre; observes, reports and follows up on building repair and maintenance needs;
- Develops centre newsletter, fliers, posters and displays to promote interest in senior centre programs;
- Schedules and coordinates space and rental program for private citizens, community groups and city departments;



- Performs outreach to acquaint senior citizens with centre services and provides information and referral of Elderly to appropriate community agencies;
- Coordinates with community agencies to provide legal, public and mental health, social services, adult school and other services and educational courses at the centre;
- Prepares periodic statistical reports pertaining to Elderly Activity Centre and programs for management review;
- Maintains current knowledge trends and advancements in Elderly Activity Centre program planning and implementation;

### **Knowledge, Skills, Attitude**

#### **An Elderly Activity Centre Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills
- to have analytical skills



## **SUB-SECTOR: ELDERLY CARE AND SERVICES**

**AREA : ELDERLY CARE CENTRE\***

### **ELDERLY CARER\* (LEVEL 2)**

The Elderly Carer is responsible to assist in and execute of Elderly Care facilities and programs that emphasize on Elderly Care special needs and requirement with the compliance of related laws and policies. Elderly Care provides care, protection, rehabilitation, lifelong learning, job opportunities for the elderly and encourages active participation to enhance the development and integration of the elderly into society while improving the well-being of the elderly

#### **Responsibilities may include:**

- Prepare general report for elderly services;
- Prepare progress report for elderly institution resident;
- Assist in program for elderly;
- Assist in care for elderly; and
- Assist in rehabilitation for elderly.

#### **Knowledge, Skills, Attitude**

##### **An Elderly Carer needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills



## **SUB-SECTOR: ELDERLY CARE AND SERVICES**

**AREA : ELDERLY CARE CENTRE\***

### **ELDERLY CARE SUPERVISOR\* (LEVEL 3)**

The Elderly Care Supervisor is responsible to execute, carry out and supervise of Elderly Care facilities and programs that emphasize on Elderly Care special needs and requirement with the compliance of related laws and policies. Elderly Care provides care, protection, rehabilitation, lifelong learning, job opportunities for the elderly and encourages active participation to enhance the development and integration of the elderly into society while improving the well-being of the elderly

#### **Responsibilities may include:**

- Supervise subordinate activities;
- Execute subordinate refund to superior;
- Prepare disbursement for elderly services;
- Prepare general report for elderly institution resident;
- Carry out progress report for elderly;
- Carry out program for elderly;
- Carry out care for elderly; and
- Carry out rehabilitation for elderly.

#### **Knowledge, Skills, Attitude**

##### **An Elderly Care Supervisor needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills



## **SUB-SECTOR: ELDERLY CARE AND SERVICES**

### **AREA : ELDERLY CARE CENTRE**

#### **ELDERLY CARE ASSISTANT MANAGER (LEVEL 4)**

The Elderly Care Assistant Manager is responsible to coordinate and monitor of Elderly Care facilities and programs that emphasize on Elderly Care special needs and requirement with the compliance of related laws and policies. Elderly Care provides care, protection, rehabilitation, lifelong learning, job opportunities for the elderly and encourages active participation to enhance the development and integration of the elderly into society while improving the well-being of the elderly

#### **Responsibilities may include:**

- Coordinate staff welfare in elderly institution;
- Coordinate staff remuneration in elderly institution;
- Coordinate staff performance in elderly institution;
- Coordinate training for elderly institution staff;
- Assist in coordinating procurement in elderly institution;
- Assist in coordinating financial planning in elderly institution;
- Assist in coordinating financial control in elderly institution;
- Prepare program report for elderly services;
- Prepare general report for institutional application;
- Coordinate program for elderly;
- Coordinate care for elderly; and
- Coordinate rehabilitation for elderly.

#### **Knowledge, Skills, Attitude**

##### **An Elderly Care Assistant Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills



## **SUB-SECTOR: ELDERLY CARE AND SERVICES**

### **AREA : ELDERLY CARE CENTRE**

#### **ELDERLY CARE CENTRE MANAGER (LEVEL 5)**

The Elderly Care Centre Manager is responsible to conduct and analyse of Elderly Care facilities and programs that emphasize on Elderly Care special needs and requirement with the compliance of related laws and policies. Elderly Care provides care, protection, rehabilitation, lifelong learning, job opportunities for the elderly and encourages active participation to enhance the development and integration of the elderly into society while improving the well-being of the elderly

#### **Responsibilities may include:**

- Conduct staff welfare in elderly institution;
- Conduct staff remuneration in elderly institution;
- Conduct staff performance in elderly institution;
- Conduct training for elderly institution staff;
- Coordinate procurement in elderly institution;
- Coordinate financial planning in elderly institution;
- Coordinate financial control in elderly institution;
- Analyse program report for elderly services;
- Analyse general report for institutional application;
- Conduct program for elderly;
- Conduct care for elderly; and
- Conduct rehabilitation for elderly.

#### **Knowledge, Skills, Attitude**

##### **An Elderly Care Centre Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills



## **SUB-SECTOR: CHILD CARE AND SERVICES**

### **AREA : CHILD ACTIVITY CENTRE**

#### **CHILD ACTIVITY CENTRE COORDINATOR\* (LEVEL 2)**

The Child Activity Centre Coordinator is responsible to assist in Child Activity Centre facilities and programs that emphasize on Child Activity Centre developmental needs and interest with the compliance of related laws and policies. Child Activity Centre provides care, protection, rehabilitation, training services, job opportunities for the disabled and encourages active participation to enhance the development and integration of the disabled into society

#### **Responsibilities may include:**

- Prepare general report for Child Activity Centre services;
- Prepare progress report for Child Activity Centre institution resident;
- Assist in program for Child Activity Centre development;
- Assist in integration for Child Activity Centre;
- Assist in care for Child Activity Centre;
- Assist in registration for Child Activity Centre; and
- Assist in rehabilitation for Child Activity Centre.

#### **Knowledge, Skills, Attitude**

##### **A Child Activity Centre Coordinator needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have good communication





## **SUB-SECTOR: CHILD CARE AND SERVICES**

### **AREA : CHILD ACTIVITY CENTRE**

#### **CHILD ACTIVITY CENTRE SUPERVISOR\* (LEVEL 3)**

The Child Activity Centre Supervisor is responsible to coordinate, supervise and carry out of Child Activity Centre facilities and programs that emphasize on Child Activity Centre developmental needs and interest with the compliance of related laws and policies. Child Activity Centre provides care, protection, rehabilitation, training services, job opportunities for the disabled and encourages active participation to enhance the development and integration of the disabled into society

#### **Responsibilities may include:**

- Supervise subordinate activities;
- Prepare general report for Child Activity Centre services;
- Prepare progress report for Child Activity Centre institution resident;
- Carry out program for Child Activity Centre development;
- Carry out integration for Child Activity Centre;
- Carry out care for Child Activity Centre;
- Carry out registration for Child Activity Centre; and
- Carry out rehabilitation for Child Activity Centre.

#### **Knowledge, Skills, Attitude**

##### **A Child Activity Centre Supervisor needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills



## **SUB-SECTOR: CHILD CARE AND SERVICES**

### **AREA : CHILD ACTIVITY CENTRE**

#### **CHILD ACTIVITY CENTRE ASSISTANT MANAGER (LEVEL 4)**

The Child Activity Centre Assistant Manager is responsible to assist in coordination and supervision of all programs, activities and staff at a designated Child Activity Centre. Incumbents are expected to provide leadership and training to both staff and volunteers, to actively participate in program planning and development and to supervise the day to day centre operations and activities.

#### **Responsibilities may include:**

- Assists in the development and implementation of goals, objectives, policies and procedures for the seniors' section;
- Assist in preparation and administration of an assigned senior centre budget;
- Assist in managing daily activities and events of a Child Activity Centre;
- Assist in evaluates Child Activity Centre and programs and recommends improvements;
- Assist in identifying service needs of Child and develops and implements programs to fulfill these needs;
- Assist in recruiting and provides leadership to volunteers and schedules and plans their work assignments;
- Assist in coordinating with nutrition staff to provide noon meals;
- Arrange transport of Child to and from the centre; observes, reports and follows up on building repair and maintenance needs;
- Assist in performing outreach to acquaint senior citizens with centre services and provides information and referral of Child to appropriate community agencies;
- Assist in coordinating with community agencies to provide legal, public and mental health, social services, adult school and other services and educational courses at the centre;
- Assist in preparing periodic statistical reports pertaining to Child Activity Centre and programs for management review;
- Assist in maintaining current knowledge trends and advancements in Child Activity Centre program planning and implementation;



## **Knowledge, Skills, Attitude**

### **A Child Activity Centre Assistant Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills
- to have analytical skills



## **SUB-SECTOR: CHILD CARE AND SERVICES**

### **AREA : CHILD ACTIVITY CENTRE**

#### **CHILD ACTIVITY CENTRE MANAGER (LEVEL 5)**

The Child Activity Centre Manager is responsible for the coordination and supervision of all programs, activities and staff at a designated Child Activity Centre. Incumbents are expected to provide leadership and training to both staff and volunteers, to actively participate in program planning and development and to supervise the day to day centre operations and activities.

#### **Responsibilities may include:**

- Assists in the development and implementation of goals, objectives, policies and procedures for the seniors' section;
- Participates in the preparation and administration of an assigned senior centre budget;
- Plans, organizes, assigns, reviews, evaluates and directs the work of assigned staff;
- Participates in the selection of personnel and provides for their training and professional development;
- Confers with and provides professional assistance to Child Activity Centre and related matters;
- Directs the daily activities and events of a Child Activity Centre;
- Evaluates Child Activity Centre and programs and recommends improvements;
- Works with centre advisory board to identify service needs of Child and develops and implements programs to fulfill these needs;
- Recruits and provides leadership to volunteers and schedules and plans their work assignments;
- Coordinates with nutrition staff to provide noon meals;
- Oversees transport of Child to and from the centre; observes, reports and follows up on building repair and maintenance needs;
- Develops centre newsletter, fliers, posters and displays to promote interest in senior centre programs;
- Schedules and coordinates space and rental program for private citizens, community groups and city departments;



- Performs outreach to acquaint senior citizens with centre services and provides information and referral of Child to appropriate community agencies;
- Coordinates with community agencies to provide legal, public and mental health, social services, adult school and other services and educational courses at the centre;
- Prepares periodic statistical reports pertaining to Child Activity Centre and programs for management review;
- Maintains current knowledge trends and advancements in Child Activity Centre program planning and implementation;

### **Knowledge, Skills, Attitude**

#### **A Child Activity Centre Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills
- to have analytical skills



## **SUB-SECTOR: CHILD CARE AND SERVICES**

### **AREA : CHILD CARE CENTRE**

#### **CHILD CARER (LEVEL 2)**

The Child Carer is responsible to assist in child care facilities and programs that emphasize on children developmental needs and interest with the compliance of related laws and policies

#### **Responsibilities may include:**

- Prepare general report for children;
- Assist in developmental report for children;
- Prepare progress report for children institution resident;
- Assist in program for children;
- Assist in protection for children;
- Assist in rehabilitation for children;
- Assist in development for children;
- Assist in integration for children;
- Assist in care for children;
- Assist in developmental activities; and
- Assist in observation for children.

#### **Knowledge, Skills, Attitude**

##### **A Child Carer needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills



## **SUB-SECTOR: CHILD CARE AND SERVICES**

### **AREA : CHILD CARE CENTRE**

#### **CHILD CARE SUPERVISOR (LEVEL 3)**

The Child Care Supervisor is responsible to supervise, execute and prepare of child care facilities and programs that emphasize on children developmental needs and interest with the compliance of related laws and policies

#### **Responsibilities may include:**

- Supervise subordinate activities;
- Assist in adoption report for children;
- Assist in probation report for children;
- Assist in program report for children;
- Prepare general report for children;
- Prepare developmental report for children;
- Prepare progress report for children institution resident;
- Assist in protection report for children;
- Carry out program for children;
- Assist in protection for children;
- Assist in rehabilitation for children;
- Carry out development for children;
- Carry out integration for children;
- Carry out care for children;
- Execute developmental activities; and
- Execute observation for children.

#### **Knowledge, Skills, Attitude**

##### **A Child Care Supervisor needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills



## **SUB-SECTOR: CHILD CARE AND SERVICES**

### **AREA : CHILD CARE CENTRE**

#### **CHILD CARE ASSISTANT MANAGER (LEVEL 4)**

The Child Care Assistant Manager is responsible to coordinate and execute of child care facilities and programs that emphasize on children developmental needs and interest with the compliance of related laws and policies

#### **Responsibilities may include:**

- Coordinate staff welfare in children institution;
- Prepare staff remuneration in children institution;
- Coordinate staff performance in children institution;
- Placement staff recruitment in children institution;
- Coordinate training for children institution staff;
- Assist in coordinating procurement in children institution;
- Assist in coordinating financial planning in children institution;
- Assist in coordinating financial control in children institution;
- Prepare adoption report for children;
- Prepare probation report for children;
- Prepare program report for children;
- Coordinate general report for institutional application;
- Coordinate developmental report for children;
- Coordinate progress report for children institution resident;
- Prepare protection report for children;
- Coordinate program for children;
- Carry out protection for children;
- Carry out rehabilitation for children;
- Coordinate development for children;
- Coordinate integration for children;
- Coordinate care for children;
- Coordinate developmental activities; and
- Coordinate observation for children.





## **Knowledge, Skills, Attitude**

### **A Child Care Assistant Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills
- to have analytical skills



## **SUB-SECTOR: CHILD CARE AND SERVICES**

### **AREA : CHILD CARE CENTRE**

#### **CHILD CARE CENTRE MANAGER (LEVEL 5)**

The Child Care Centre Manager is responsible to plan, execute and evaluate of child care facilities and programs that emphasize on children developmental needs and interest with the compliance of related laws and policies

#### **Responsibilities may include:**

- Coordinate staff welfare in children institution;
- Coordinate staff remuneration in children institution;
- Coordinate staff performance in children institution;
- Conduct staff recruitment in children institution;
- Coordinate training for children institution staff;
- Coordinate procurement in children institution;
- Coordinate financial planning in children institution;
- Coordinate financial control in children institution;
- Supervise adoption report for children;
- Supervise probation report for children;
- Supervise program report for children;
- Manage general report for institutional application;
- Verify developmental report for children;
- Verify progress report for children institution resident;
- Supervise protection report for children;
- Manage program for children;
- Manage protection for children;
- Manage rehabilitation for children;
- Manage development for children;
- Manage integration for children;
- Manage care for children;
- Manage developmental activities; and
- Manage observation for children.



## **Knowledge, Skills, Attitude**

### **A Child Care Centre Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills
- to have analytical skills



## **SUB-SECTOR: CHILD CARE AND SERVICES**

### **AREA : EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD)**

#### **ECCD ASSISTANT\* (LEVEL 2)**

The ECCD Assistant is responsible to assist in early childhood care facilities and programs that emphasize on early childhood developmental needs and interest with the compliance of related laws and policies

#### **Responsibilities may include:**

- Support early childhood educators in carrying out programs that promote the physical, cognitive, emotional and social development of children
- Engage children in activities by telling stories, teaching songs and preparing crafts
- Prepare snacks and arrange rooms or furniture for lunch and rest periods
- Assist with proper eating, dressing and toilet habits
- Submit written observations on children to early childhood educators or supervisors
- Maintain day care equipment and assist in housekeeping and cooking duties
- Attend staff meetings to discuss progress and problems of children
- May assist early childhood educators or supervisors in keeping records.

#### **Knowledge, Skills, Attitude**

##### **An ECCD Assistant needs:**

- to have diverse educational backgrounds
- to have good communication skills and patience
- to have good physical stamina



## **SUB-SECTOR: CHILD CARE AND SERVICES**

### **AREA : EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD)**

#### **ECCD EDUCATOR\* (LEVEL 3)**

The ECCD Educator is responsible to provide a quality caring and supportive child care program, early childhood care facilities and programs that emphasize on early childhood developmental needs and interest with the compliance of related laws and policies

#### **Responsibilities may include:**

- Develop and implement child-care programs that support and promote the physical, cognitive, emotional and social development of children
- Lead activities by telling or reading stories, teaching songs, taking children to local points of interest and providing opportunities to express creativity through the media of art, dramatic play, music and physical activity
- Plan and maintain an environment that protects the health, security and well-being of children
- Assess the abilities, interests and needs of children and discuss progress or problems with parents and other staff members
- Observe children for signs of potential learning or behavioural problems and prepare reports for parents, guardians or supervisor
- Guide and assist children in the development of proper eating, dressing and toilet habits
- Establish and maintain collaborative relationships with co-workers and community service providers working with children
- May plan and organize activities for school-age children in child-care programs before and after regular school hours
- May supervise and co-ordinate activities of other early childhood educators and early childhood educator assistants.

#### **Knowledge, Skills, Attitude**

##### **An ECCD Educator needs:**

- Ability to build trust and positive relationships with families in the program
- Act as a role model of appropriate behaviour



- Ability to work cooperatively as a member of the childcare team, facilitating a team environment through personal behaviour, work contributions and the sharing of expertise and knowledge
- Participates in the developing of new ideas and methods for program enhancement and has the ability to adjust and adapt to changes
- Maintains a constant awareness of the “client” and exhibits recognition and appreciation of their needs with the ability to achieve results with positive outcomes for families accessing the program
- Ability to be energetic, resilient and maintains a sense of humour when personal resources are challenged
- Achieves results with positive outcomes for children in the program
- Effective interpersonal skills under all types of conditions, exhibiting a supportive, positive approach
- A high degree of personal initiative with good planning and organizational skills
- Maintains timely and accurate files
- Continuing personal and professional development in related areas
- Actively incorporates volunteers into the program area



## **SUB-SECTOR: CHILD CARE AND SERVICES**

### **AREA : EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD)**

#### **ECCD ASSISTANT MANAGER\* (LEVEL 4)**

The ECCD Assistant Manager is responsible to assist in managing and planning quality caring and supportive child care program, early childhood care facilities and programs that emphasize on early childhood developmental needs and interest with the compliance of related laws and policies

#### **Responsibilities may include:**

- Assist in developing alternative community child care and development interventions
- Assist in enhance the capacity of communities and local service providers to sustain ECCD services for children and vulnerable families through the injection of additional ECCD knowledge, skills and activities into health centres, child protection committees, and other relevant groups
- Supporting community ECCD centres
- Assist in develop strong linkages with child protection services
- Assist in developing an intervention package for promoting access to ECCD
- Assist in developing strong linkages with child protection services
- Assist in coordinating technical activities and provide direction, feedback and support to ensure success; as applicable, supervise a local program team in their day-to-day operations.
- Provide input into and assure that all donor reporting requirements on program impact are met
- Ensure high quality program delivery
- Ensure provision of management support and technical assistance to grantees on program design, budget/work plan development, and M&E planning.
- Provide regular written/oral program progress updates, as requested.



## **Knowledge, Skills, Attitude**

### **An ECCD Assistant Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills
- to have analytical skills





## **SUB-SECTOR: CHILD CARE AND SERVICES**

### **AREA : EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD)**

#### **ECCD MANAGER\* (LEVEL 5)**

The ECCD Manager is responsible to manage and plan quality caring and supportive child care program, early childhood care facilities and programs that emphasize on early childhood developmental needs and interest with the compliance of related laws and policies

#### **Responsibilities may include:**

- Developing alternative community child care and development interventions
- Enhance the capacity of communities and local service providers to sustain ECCD services for children and vulnerable families through the injection of additional ECCD knowledge, skills and activities into health centres, child protection committees, and other relevant groups
- Supporting community ECCD centres
- Develop strong linkages with child protection services
- Developing an intervention package for promoting access to ECCD
- Developing strong linkages with child protection services
- Sensitization of community leaders, parents and future parents on the importance of ECCD and protection of children
- Facilitate Home Visits by well trained and supervised community level staff
- Increase number of parent/caregiver support and education groups
- Coordinate technical activities and provide direction, feedback and support to ensure success; as applicable, supervise a local program team in their day-to-day operations.
- Provide input into and assure that all donor reporting requirements on program impact are met
- Ensure high quality program delivery
- Ensure provision of management support and technical assistance to grantees on program design, budget/work plan development, and M&E planning.
- Provide regular written/oral program progress updates, as requested.



## **Knowledge, Skills, Attitude**

### **An ECCD Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills
- to have analytical skills



**SUB-SECTOR: PWD's CARE AND SERVICES**

**AREA : PWD's COMMUNITY BASED REHABILITATION (CBR) CENTRE**

**CBR CENTRE ASSISTANT (LEVEL 2)**

The CBR Centre Assistant is responsible to assist in CBR facilities and programs that emphasize on CBR developmental needs and interest with the compliance of related laws and policies. CBR provides care, protection, rehabilitation, training services, job opportunities for the disabled and encourages active participation to enhance the development and integration of the disabled into society

**Responsibilities may include:**

- Prepare general report for CBR services;
- Prepare progress report for CBR institution resident;
- Assist in program for CBR development;
- Assist in integration for CBR;
- Assist in care for CBR;
- Assist in registration for CBR; and
- Assist in rehabilitation for CBR.

**Knowledge, Skills, Attitude**

**A CBR Centre Assistant needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to understand disabilities



**SUB-SECTOR: PWD's CARE AND SERVICES**

**AREA : PWD's COMMUNITY BASED REHABILITATION (CBR) CENTRE**

**CBR CENTRE COORDINATOR (LEVEL 3)**

The CBR Centre Coordinator is responsible to coordinate, supervise and carry out of CBR facilities and programs that emphasize on CBR developmental needs and interest with the compliance of related laws and policies. CBR provides care, protection, rehabilitation, training services, job opportunities for the disabled and encourages active participation to enhance the development and integration of the disabled into society

**Responsibilities may include:**

- Supervise subordinate activities;
- Prepare general report for CBR services;
- Prepare progress report for CBR institution resident;
- Carry out program for CBR development;
- Carry out integration for CBR;
- Carry out care for CBR;
- Carry out registration for CBR; and
- Carry out rehabilitation for CBR.

**Knowledge, Skills, Attitude**

**A CBR Centre Coordinator needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills
- to understand disabilities



**SUB-SECTOR: PWD's CARE AND SERVICES**

**AREA : PWD's COMMUNITY BASED REHABILITATION (CBR) CENTRE**

**CBR CENTRE ASSISTANT MANAGER (LEVEL 4)**

The CBR Centre Assistant Manager is responsible to assist in managing and planning of CBR facilities and programs that emphasize on CBR developmental needs and interest with the compliance of related laws and policies.

**Responsibilities may include:**

- Assist in managing and implementing appropriate rehabilitation activities focusing on improving the mobility of people living with disabilities
- Implement the project in accordance with budget and project plans
- Assist in developing a case management referral system targeting existing and new Person Special Needs (PSNs) and PWDs to ensure quality service delivery, identification and tracking of new entrants to the camp
- Assist in establishing community mobilization modalities using both community workers as well as PSNs and PWDs themselves in order to increase their access to services
- Assist in coordinating and monitoring distribution of assistive devices
- Ensure timely reporting of project activities in alignment with timelines and donor requirements
- Assist in identifying community support network
- Assist in ensuring collaboration of project plans and activities

**Knowledge, Skills, Attitude**

**A CBR Centre Assistant Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills
- to understand disabilities



## **SUB-SECTOR: PWD's CARE AND SERVICES**

### **AREA : PWD's COMMUNITY BASED REHABILITATION (CBR) CENTRE**

#### **CBR CENTRE MANAGER (LEVEL 5)**

The CBR Centre Manager is responsible to manage and plan of CBR facilities and programs that emphasize on CBR developmental needs and interest with the compliance of related laws and policies.

#### **Responsibilities may include:**

- Lead on the establishment of CBR Centres, manage and implement appropriate rehabilitation activities focusing on improving the mobility of people living with disabilities
- Implement the project in accordance with budget and project plans
- Develop a case management referral system targeting existing and new Person Special Needs (PSNs) and PWDs to ensure quality service delivery, identification and tracking of new entrants to the camp
- Establish community mobilization modalities using both community workers as well as PSNs and PWDs themselves in order to increase their access to services
- Coordinate and monitor distribution of assistive devices
- Ensure timely reporting of project activities in alignment with timelines and donor requirements
- Identify community support network
- Ensure collaboration of project plans and activities

#### **Knowledge, Skills, Attitude**

##### **A CBR Centre Manager needs:**

- to have documentation skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills
- to understand disabilities



## **SUB-SECTOR: PWD'S CARE AND SERVICES**

### **AREA : PWD'S CARE CENTRE**

#### **PWD'S CARER (LEVEL 2)**

The PWD's Carer is responsible to assist in and prepare PWD facilities and programs that emphasize on PWD developmental needs and interest with the compliance of related laws and policies. PWD provides care, protection, rehabilitation, training services, job opportunities for the disabled and encourages active participation to enhance the development and integration of the disabled into society

#### **Responsibilities may include:**

- Prepare general report for PWDs services;
- Prepare progress report for PWDs institution resident;
- Assist in program for PWDs development;
- Assist in integration for PWDs;
- Assist in care for PWDs;
- Assist in registration for PWDs; and
- Assist in rehabilitation for PWDs.

#### **Knowledge, Skills, Attitude**

##### **A PWD's Carer needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to understand disabilities



## **SUB-SECTOR: PWD'S CARE AND SERVICES**

### **AREA : PWD'S CARE CENTRE**

#### **PWD'S CARE SUPERVISOR (LEVEL 3)**

The PWD's Care Supervisor is responsible to supervise and carry out of PWD facilities and programs that emphasize on PWD developmental needs and interest with the compliance of related laws and policies. PWD provides care, protection, rehabilitation, training services, job opportunities for the disabled and encourages active participation to enhance the development and integration of the disabled into society

#### **Responsibilities may include:**

- Supervise subordinate activities;
- Prepare general report for PWDs services;
- Prepare progress report for PWDs institution resident;
- Carry out program for PWDs development;
- Carry out integration for PWDs;
- Carry out care for PWDs;
- Carry out registration for PWDs; and
- Carry out rehabilitation for PWDs.

#### **Knowledge, Skills, Attitude**

##### **A PWD's Care Supervisor needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills
- to understand disabilities





## **SUB-SECTOR: PWD'S CARE AND SERVICES**

### **AREA : PWD'S CARE CENTRE**

#### **PWD'S CARE ASSISTANT MANAGER (LEVEL 4)**

The PWD's Care Assistant Manager is responsible to coordinate, prepare and monitor of PWD facilities and programs that emphasize on PWD developmental needs and interest with the compliance of related laws and policies. PWD provides care, protection, rehabilitation, training services, job opportunities for the disabled and encourages active participation to enhance the development and integration of the disabled into society

#### **Responsibilities may include:**

- Coordinate staff welfare in PWDs institution;
- Coordinate staff remuneration in PWDs institution;
- Coordinate staff performance in PWDs institution;
- Coordinate training for PWDs institution staff;
- Assist in coordinating procurement in PWDs institution;
- Assist in coordinating financial planning in PWDs institution;
- Assist in coordinating financial control in PWDs institution;
- Prepare program report for PWDs services;
- Prepare general report for institutional application;
- Coordinate program for PWDs development;
- Coordinate integration for PWDs;
- Coordinate care for PWDs;
- Coordinate registration for PWDs; and
- Coordinate rehabilitation for PWDs.

#### **Knowledge, Skills, Attitude**

##### **A PWD's Care Assistant Manager needs:**

- to have documentation skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills
- to understand disabilities



## **SUB-SECTOR: PWD'S CARE AND SERVICES**

### **AREA : PWD'S CARE CENTRE**

#### **PWD'S CARE CENTRE MANAGER (LEVEL 5)**

The PWD's Care Centre Manager is responsible to plan, execute and evaluate of PWD facilities and programs that emphasize on PWD developmental needs and interest with the compliance of related laws and policies. PWD provides care, protection, rehabilitation, training services, job opportunities for the disabled and encourages active participation to enhance the development and integration of the disabled into society

#### **Responsibilities may include:**

- Conduct staff welfare in PWDs institution;
- Conduct staff remuneration in PWDs institution;
- Conduct staff performance in PWDs institution;
- Conduct training for PWDs institution staff;
- Coordinate procurement in PWDs institution;
- Coordinate financial planning in PWDs institution;
- Coordinate financial control in PWDs institution;
- Analyse program report for PWDs services;
- Analyse general report for institutional application;
- Conduct program for PWDs development;
- Conduct integration for PWDs;
- Conduct care for PWDs;
- Plan registration for PWDs; and
- Conduct rehabilitation for PWDs.

#### **Knowledge, Skills, Attitude**

##### **A PWD's Care Centre Manager needs:**

- to have documentation skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills
- to understand disabilities



## **SUB-SECTOR: WOMAN CARE SERVICES**

**AREA** : -

### **WOMAN CARE COORDINATOR\* (LEVEL 3)**

The Woman Care Coordinator is responsible to carry out routine care activities including preparation of meals, accommodation and housekeeping activities.

#### **Responsibilities may include:**

- Assist in meals preparation
- Carry out housekeeping activities
- Coordinate health and social care requirements for residents
- Update record and documentation
- Coordinate safety and security requirements for residents
- Assist in handling administrative issues

#### **Knowledge, Skills, Attitude**

##### **A Woman Care Coordinator needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills



## **SUB-SECTOR: WOMAN CARE SERVICES**

**AREA** : -

### **WOMAN CARE ASSISTANT MANAGER\* (LEVEL 4)**

The Woman Care Assistant Manager is responsible to coordinate and execute of woman care facilities and programs that emphasize on woman care and protection needs with the compliance of related laws and policies

#### **Responsibilities may include:**

- Coordinate staff welfare in woman care institution;
- Placement staff recruitment in woman care institution;
- Assist in coordinating procurement in woman care institution;
- Assist in coordinating financial planning in woman care institution;
- Assist in coordinating financial control in woman care institution;
- Prepare probation report for resident ;
- Prepare program report for resident care ;
- Coordinate general report for institutional application;
- Coordinate developmental report for resident ;
- Coordinate progress report for resident ;
- Prepare protection report for resident ;
- Coordinate program for resident ;
- Carry out protection for resident ;
- Carry out rehabilitation for resident ;
- Coordinate integration for resident ;
- Coordinate care for resident ; and
- Coordinate observation for resident.

#### **Knowledge, Skills, Attitude**

##### **A Woman Care Assistant Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team



- to have communication skills
- to have problem solving skills



## **SUB-SECTOR: WOMAN CARE SERVICES**

**AREA : -**

### **WOMAN CARE CENTRE MANAGER\* (LEVEL 5)**

The Woman Care Centre Manager is responsible to plan, execute and evaluate of woman care facilities and programs that emphasize on woman care and protection needs with the compliance of related laws and policies

#### **Responsibilities may include:**

- Coordinate staff welfare in woman care institution;
- Conduct staff recruitment in woman care institution;
- Coordinate procurement in woman care institution;
- Coordinate financial planning in woman care institution;
- Coordinate financial control in woman care institution;
- Supervise probation report for resident ;
- Supervise program report for resident care ;
- Manage general report for institutional application;
- Verify developmental report for resident ;
- Verify progress report for resident;
- Supervise protection report for resident ;
- Manage program for resident ;
- Manage protection for resident ;
- Manage rehabilitation for resident ;
- Manage integration for resident ;
- Manage care for resident ; and
- Manage observation for resident.

#### **Knowledge, Skills, Attitude**

##### **A Woman Care Centre Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team



- to have communication skills
- to have problem solving skills



## **SUB-SECTOR: JUVENILE & YOUNG PERSON REHABILITATION**

**AREA : -**

### **JUVENILE & YOUNG PERSON REHABILITATION COORDINATOR\* (LEVEL 3)**

The Juvenile & Young Person Rehabilitation Coordinator is responsible to carry out routine care activities including discipline programme and educational programme

#### **Responsibilities may include:**

- Carry out disciplinary programme
- Handle and coordinate educational programme
- Coordinate religious and moral programme for resident
- Coordinate social values and behaviour instilment programme
- Carry out residents receiving procedures
- Coordinate health and social care requirements for residents
- Update record and documentation
- Coordinate safety and security requirements for residents
- Assist in handling administrative issues

#### **Knowledge, Skills, Attitude**

##### **A Juvenile & Young Person Rehabilitation Coordinator needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills





## **SUB-SECTOR: JUVENILE & YOUNG PERSON REHABILITATION**

**AREA : -**

### **JUVENILE & YOUNG PERSON REHABILITATION ASSISTANT MANAGER (LEVEL 4)**

The Juvenile & Young Person Rehabilitation Assistant Manager is responsible to coordinate and execute of juvenile & young person care facilities and programs that emphasize on juvenile & young person care and protection needs with the compliance of related laws and policies

#### **Responsibilities may include:**

- Plan disciplinary programme
- Plan educational programme
- Plan religious and moral programme for resident
- Plan social values and behaviour instilment programme
- Coordinate staff welfare in juvenile & young person care institution;
- Placement staff recruitment in juvenile & young person care institution;
- Assist in coordinating procurement in juvenile & young person care institution;
- Assist in coordinating financial planning in juvenile & young person care institution;
- Assist in coordinating financial control in juvenile & young person care institution;
- Prepare probation report for resident ;
- Prepare program report for resident care ;
- Coordinate general report for institutional application;
- Coordinate developmental report for resident ;
- Coordinate progress report for resident ;
- Coordinate program for resident ;
- Carry out rehabilitation for resident ;
- Coordinate integration for resident ;
- Coordinate care for resident ; and
- Coordinate observation for resident.



### **Knowledge, Skills, Attitude**

#### **A Juvenile & Young Person Rehabilitation Assistant Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills



## **SUB-SECTOR: JUVENILE & YOUNG PERSON REHABILITATION**

**AREA : -**

### **JUVENILE & YOUNG PERSON REHABILITATION MANAGER (LEVEL 5)**

The Juvenile & Young Person Rehabilitation Manager is responsible to plan, execute and evaluate of juvenile & young person care facilities and programs that emphasize on juvenile & young person care and protection needs with the compliance of related laws and policies

#### **Responsibilities may include:**

- Verify and evaluate disciplinary programme
- Verify and evaluate educational programme
- Verify and evaluate religious and moral programme for resident
- Verify and evaluate social values and behaviour instilment programme
- Coordinate staff welfare in juvenile & young person care institution;
- Conduct staff recruitment in juvenile & young person care institution;
- Coordinate procurement in juvenile & young person care institution;
- Coordinate financial planning in juvenile & young person care institution;
- Coordinate financial control in juvenile & young person care institution;
- Supervise probation report for resident ;
- Supervise program report for resident care ;
- Manage general report for institutional application;
- Verify developmental report for resident ;
- Verify progress report for resident;
- Supervise protection report for resident ;
- Manage program for resident ;
- Manage rehabilitation for resident ;
- Manage integration for resident ;
- Manage care for resident ; and
- Manage observation for resident.

#### **Knowledge, Skills, Attitude**

##### **A Juvenile & Young Person Rehabilitation Manager needs:**

- to have documentation skills



- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills



## **SUB-SECTOR: SOCIAL SUPPORT SERVICES**

### **AREA : COMMUNITY COUNSELLING**

#### **PARA COUNSELLOR\* (LEVEL 4)**

The Para Counsellor is responsible to provide support to individuals experiencing emotional issues and problems. The level of training acquired will provide the lay counsellor with an understanding of how best to support individuals going through particular difficulties. Their training will not, however, equip them with the professional knowledge to provide the level of counselling guidance required if the individual has medical conditions that complicate their emotional issue.

#### **Responsibilities may include:**

- Provide a supportive service that complements the work provided by other trained professionals
- Provide support and guidance to people experiencing emotional problems and difficulties that impact on their life
- Understanding of how best to support individuals going through particular difficulties
- Demonstrate an understanding of behaviour identification
- Provide continual support
- Provide care and continued understanding
- Provide the initial bridge to working through difficulties and problems in order to find solution
- Establish relationship of trust and respect with clients

#### **Knowledge, Skills, Attitude**

##### **A Para Counsellor needs:**

- a non-judgemental outlook and a willingness to work with all kinds of people;
- excellent observation and listening skills;
- patience, tolerance and sensitivity;
- an understanding of your own attitudes and responses;
- a belief that all clients are able to make positive changes;
- an appreciation of confidentiality issues.



## **SUB-SECTOR: SOCIAL SUPPORT SERVICES**

### **AREA : COMMUNITY WORK SERVICES**

#### **COMMUNITY SERVICES WORKERS (LEVEL 2)**

The Community Services Workers is responsible to assist clients with helping clients with counseling issues and leading and organizing community group activities. They also responsible to providing care, support and counseling to individuals dealing with issues such as adult daycare, substance abuse, human relationships and rehabilitation

#### **Responsibilities may include:**

- Interviews and visits clients who have requested service
- Assists individuals and families through emotional support advocacy and guidance in developing and using their own potential to more adequately meet their social, health, emotional and economic needs.
- Determines eligibility for service to meet client needs and refers cases requiring a professional social work assessment to department social workers.
- Links clients to needed social services.
- Maintains effective liaison and co-operates with other centres/agencies in developing and using their own potential to more adequately meet their social, health, emotional and economic needs.
- Determines eligibility for service to meet client needs and refers cases requiring a professional social work assessment to department social workers.
- Links clients to needed social services.
- Maintains effective liaison and co-operates with other centres/agencies in developing and implementing effective problem solving plans for individuals and families.
- Develops, plans, and leads groups of a less complex nature in response to community and client need, in consultation with centre social workers.
- Assists social workers in coordinating departmental services to community social agencies, hospitals, schools and other resources.
- Promotes public awareness of centre activities and provides public education activities to community and individual clients of a less complex nature.
- Coordinates, recruits, screens, assigns and supervises agency volunteers.
- Provides general information and referral services to clients.



- Completes case records, statistical data and monthly reports as well as other written documentation as required

### **Knowledge, Skills, Attitude**

#### **A Community Services Workers needs:**

- to have documentation skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills



## **SUB-SECTOR: SOCIAL SUPPORT SERVICES**

### **AREA : COMMUNITY WORK SERVICES**

#### **COMMUNITY SERVICES SUPERVISOR (LEVEL 3)**

The Community Services Supervisor is responsible to coordinate and oversee community social service programs and community organization.

#### **Responsibilities may include:**

- Coordinate and oversee assigned recreation and community service activities and programs.
- Provide supervision, training, and work evaluation for staff and volunteers.
- Conduct assigned programs and activities.
- Interest and involve community residents in the use of available facilities, activities, programs, and services.
- Accurately perceive and respond to the recreational and community service needs of community groups and individuals.
- Prepare a variety of reports and presentations.
- Research, collect, analyse, interpret, and explain information related to community services programs, activities, and facilities
- Effectively meet and communicate with members of the community with varying backgrounds, ages, and interests.
- Establish and maintain cooperative working relationships.
- Communicate effectively orally and in writing.

#### **Knowledge, Skills, Attitude**

##### **A Community Services Supervisor needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills





## **SUB-SECTOR: SOCIAL SUPPORT SERVICES**

### **AREA : COMMUNITY WORK SERVICES**

#### **COMMUNITY SERVICES ASSISTANT MANAGER (LEVEL 4)**

The Community Services Assistant Manager is responsible to assist in managing and analysing social service programs and community organization. They may also assist in identifying areas that need improvement for programs to be more effective

#### **Responsibilities may include:**

- Monitor programs and services
- Assist in gathering information about the impact of their programs
- Monitor staff, such as social workers, who provide services to clients
- Assist in analysing data to determine the effectiveness of programs
- Assist in carrying out improvements to programs and services
- Assist in developing and managing budgets for programs and organizations
- Assist in planning and managing community outreach efforts to advocate for increased awareness of programs
- Assist in preparing proposals for social services funding

#### **Knowledge, Skills, Attitude**

##### **A Community Services Assistant Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication and analytical skills
- to have leadership skills
- to have problem solving skills
- to have time-management skills



## **SUB-SECTOR: SOCIAL SUPPORT SERVICES**

### **AREA : COMMUNITY WORK SERVICES**

#### **COMMUNITY SERVICES MANAGER (LEVEL 5)**

The Community Services Manager is responsible to manage and analyse social service programs and community organization. They may also use evaluations to identify areas that need improvement for programs to be more effective, such as providing mentorship and assessments for their staff

#### **Responsibilities may include:**

- Work with members of the community and other stakeholders to identify the types of programs and services that are needed
- Design and oversee programs to meet the needs of the target audience or community
- Establish methods to gather information about the impact of their programs
- Supervise staff, such as social workers, who provide services to clients
- Analyze data to determine the effectiveness of programs
- Suggest and implement improvements to programs and services
- Develop and manage budgets for programs and organizations
- Plan and manage community outreach efforts to advocate for increased awareness of programs
- Write proposals for social services funding

#### **Knowledge, Skills, Attitude**

##### **A Community Services Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication and analytical skills
- to have leadership skills
- to have problem solving skills
- to have time-management skills



## **SUB-SECTOR: SOCIAL SUPPORT SERVICES**

### **AREA : SOCIAL WORK**

#### **SOCIAL WORK PRACTITIONER\* (LEVEL 4)**

The Social Work Practitioner is responsible to enhancement of individual, family, group and community social functioning and well-being through professional social work practice. The Social Work Practitioner may work with a variety of clients, including families under stress, children at risk, older persons, and people with disabilities.

#### **Responsibilities may include:**

- Interviews and visits individuals or family who have requested service
- Conducts needs assessment to determine client's psychosocial needs
- Assists individuals and families through psychosocial support and guidance in developing and using their own strength to more adequately meet their social, health, emotional and economic needs.
- Determines eligibility for service to meet client needs and refers cases requiring psychological and mental health assessment to relevant health and social care professionals
- Prepares psychosocial report for court's reference and agency's case planning
- Compiles and maintain client case files and prepares reports regarding client visits
- Advises and links clients to available resources and services
- Providing information or referring individuals for assistance
- Assists in developing case/treatment plan for clients
- Manages, coordinates and monitors the implementation of case/treatment plans to make sure that services are provided and meeting client's needs
- Submits reports and reviews reports or problems with a superior
- Completes case records, statistical data and monthly reports as well as other written documentation as required
- Consults with supervisor concerning programs for individual and families



- Participates in multidisciplinary team meetings within department and other agencies
- Recruits, screens, assigns, coordinates and supervises agency volunteers

### **Knowledge, Skills, Attitude**

#### **A Social Work Practitioner needs:**

- to have interpersonal communication skills
- to have problem solving skills
- to have task management skills
- to have cognitive reflection and creative thinking skills
- to have leadership, motivational and organisational skills
- to have capacity to work with individuals, families, groups, communities and organisations utilising professional social work values, knowledge, skills and intervention methods
- to have capacity to practice according to Social Work Code of Ethics.



## **SUB-SECTOR: SOCIAL SUPPORT SERVICES**

### **AREA : SOCIAL ENTERPRISE CENTRE (SHELTERED WORKSHOP)**

#### **SOCIAL ENTERPRISE CENTRE COORDINATOR\* (LEVEL 3)**

The Social Enterprise Centre Coordinator is responsible to arrange and coordinate the activities of a social service program or community outreach organization. Ensure the activities carrying out are running smoothly and efficiently

#### **Responsibilities may include:**

- Coordinate social service program
- Handle clients complaints or problem
- Liaise with clients and management
- Follow the operating strategies, plans or procedures
- Carry out administrative activities
- Update operational records
- Arrange training programs, instructors or material
- Implement health and safety procedures

#### **Knowledge, Skills, Attitude**

##### **A Social Enterprise Centre Coordinator needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have good communication skills
- to have problem solving
- to understand disabilities



## **SUB-SECTOR: SOCIAL SUPPORT SERVICES**

### **AREA : SOCIAL ENTERPRISE CENTRE (SHELTERED WORKSHOP)**

#### **SOCIAL ENTERPRISE CENTRE ASSISTANT MANAGER\* (LEVEL 4)**

The Social Enterprise Centre Assistant Manager is responsible to assist in planning and coordinate the activities of a social service program or community outreach organisation. Oversee in the assisting in program, budget and policies regarding participant involvement, program requirements and benefit.

#### **Responsibilities may include:**

- Monitor the work of staff and volunteers to ensure that programs are of appropriate quality and that resources are used effectively
- Assist in conducting opinion surveys or needs assessment
- Assist in resolving clients complaints or problem
- Assist in recruit, interview, and hire or sign up volunteers and staff
- Assist in establishing interpersonal business relationships to facilitate work activities
- Assist in developing operating strategies, plans or procedures
- Prepare administrative activities
- Assist in preparing operational budgets
- Maintain operational records
- Assist in analyzing market research data
- Monitor training programs, instructors or material
- Coordinate human resource activities
- Assist in analyzing impact of legal or regulatory changes

#### **Knowledge, Skills, Attitude**

##### **A Social Enterprise Centre Assistant Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have good communication skills
- to have problem solving
- to understand disabilities



## **SUB-SECTOR: SOCIAL SUPPORT SERVICES**

### **AREA : SOCIAL ENTERPRISE CENTRE (SHELTERED WORKSHOP)**

#### **SOCIAL ENTERPRISE CENTRE MANAGER (LEVEL 5)**

The Social Enterprise Centre Manager is responsible to plan, direct or coordinate the activities of a social service program or community outreach organisation. Oversee the program or organization budget and policies regarding participant involvement, program requirements and benefit.

#### **Responsibilities may include:**

- Evaluate the work of staff and volunteers to ensure that programs are of appropriate quality and that resources are used effectively
- Provide direct service and support to individuals or clients, such as handling a referral for child advocacy issues, conducting a needs evaluation, or resolving complaints.
- Recruit, interview, and hire or sign up volunteers and staff
- Establish and maintain relationships with other agencies and organizations in community to meet community needs and to ensure that services are not duplicated
- Establish and oversee administrative procedures to meet objectives set by boards of directors or senior management
- Direct activities of professional and technical staff members and volunteers
- Plan and administer budgets for programs, equipment, and support services
- Participate in the determination of organizational policies regarding such issues as participant eligibility, program requirements, and program benefits
- Prepare and maintain records and reports, such as budgets, personnel records, or training manuals.
- Research and analyze member or community needs to determine program directions and goals
- Implement and evaluate staff, volunteer, or community training programs
- Represent organizations in relations with governmental and media institutions
- Advise others on legal or regulatory compliance matters
- Promote products, services, or programs
- Direct fundraising activities and the preparation of public relations materials



- Analyze proposed legislation, regulations, or rule changes to determine how agency services could be impacted

### **Knowledge, Skills, Attitude**

#### **A Social Enterprise Centre Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have good communication skills
- to have problem solving





## **SUB-SECTOR: SOCIAL SUPPORT SERVICES**

### **AREA : INDEPENDENT LIVING CENTRE**

#### **INDEPENDENT LIVING COORDINATOR\* (LEVEL 3)**

The Independent Living Coordinator is responsible to overseeing and directing tasks designed to help people develop and improve necessary skills to either live alone or become more proficient at caring for their own needs. This requires working closely with educators, facility staff members, physicians, counselors and directly with clients themselves.

#### **Responsibilities may include:**

- Improve their self-care through learning to dress properly
- Manage personal hygiene and money
- Keep their living space clean
- Educate clients on proper social behaviors, problem solving techniques and organizational skills to establish a routine
- Coordinating care with other works
- Carry out record keeping
- Assist in the development of personalized programs

#### **Knowledge, Skills, Attitude**

##### **An Independent living Coordinator needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have good communication skills
- to understand disabilities



## **SUB-SECTOR: SOCIAL SUPPORT SERVICES**

### **AREA : INDEPENDENT LIVING CENTRE**

#### **INDEPENDENT LIVING CENTRE ASSISTANT MANAGER\* (LEVEL 4)**

The Independent Living Assistant Manager is responsible to assist in developing and maintaining client's domestic/life skills and promote the wellbeing and development of service users through the provision of personal care and support

#### **Responsibilities may include:**

- Ensure risk assessments are complied with
- Attend team meetings with other staff and supervision with line management
- Undertake mandatory and personal development training and to take on other specific responsibilities within the scheme
- Participate in case review meetings if requested
- Liaise with service user
- Provide emotional support and advice as per the care plan
- To provide communication and guiding support to enable the disabilities person to self-advocate and act independently in their affairs and within the local community.
- Reinforce and promote the use of appropriate communication skills between the disabilities person and external contacts
- To promote the wellbeing and development of service users through the provision of personal care and support
- To assist in developing and maintaining client's domestic/life skills
- To develop where appropriate client's daily living skills
- To get advice or help in establishing personal safety and security

#### **Knowledge, Skills, Attitude**

##### **An Independent Living Assistant Manager needs:**

- to have documentation skills
- to have reporting skills
- to have ability to work in a team
- to have good communication skills
- to understand disabilities



## **SUB-SECTOR: SOCIAL SUPPORT SERVICES**

### **AREA : INDEPENDENT LIVING CENTRE**

#### **INDEPENDENT LIVING CENTRE MANAGER (LEVEL 5)**

The Independent Living Centre Manager is responsible to monitor and assess the social, health and general well-being of client's, taking action accordingly in a professional manner so as to maintain the best quality of life for those concerned and provide emotional support and arrange, where necessary

#### **Responsibilities may include:**

- Assess potential tenants for independent living schemes and potential client's in the community
- Carry out regular reviews of the support provided, make contact in line with agreed support plans with client's who subscribe to the independent living service;
- Monitor and assess the social, health and general well-being of client's, taking action accordingly in a professional manner so as to maintain the best quality of life for those concerned and provide emotional support and arrange, where necessary
- Maintain confidential up-to-date records
- Inform the independent living team of any case conference meetings in relation to client's and to participate where necessary, also liaise with relatives, any other appropriate agencies so that appropriate care and support services can be provided where necessary
- Monitor all aspects of health and safety on independent living schemes, maintaining logs and risk assessments to ensure the welfare of tenants is maintained, and carry out regular health and safety checks
- Identify when a client's is showing signs of deterioration in their level of functioning and alert relatives
- Assist new tenants to settle into their property by providing the means for them to meet other residents and by introducing them to the facilities available both in the independent living schemes and in the local area
- Support internal and private home visiting service for client's contact with their family, and to encourage the relatives of client's to take an active role in their welfare and well being



- Plan, develop and facilitate social activities within independent living schemes, and to encourage the integration of the schemes into local communities, actively encourage the use of communal facilities involving other people from the local community to help with the social integration of independent living schemes into the wider community
- Conduct monthly management support meetings and appraisals for employees that report to this post and where required help with recruitment of new employees to the team
- Make sure the social fund is managed in accordance with policy and procedure, maintaining any required financial records relating to the scheme in line with organisation policies and procedures and make these records available for inspection as requested

### **Knowledge, Skills, Attitude**

#### **An Independent Living Centre Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have familiarity with equipment maintenance
- to have good communication skills
- to have problem solving
- to have creative ideas
- to understand disabilities



## **SUB-SECTOR: SOCIAL SUPPORT SERVICES**

### **AREA : JOB COACHING**

#### **JOB COACH\* (LEVEL 4)**

The Job Coach is responsible to help people enhance their strengths and improve their job skills. They are also responsible to give guidance and support for career development or people with disabilities who need assistance in finding and sustain in a workplace.

#### **Responsibilities may include:**

- Develop effective job coaching and employment plans
- Negotiate job placement with industries
- Communicate with clients to understand their goals and ambitions
- Assist clients to discover and overcome their personal barriers and set goals
- Assess the strengths of individuals and teach them to use them effectively
- Guide clients in learning to complete job tasks
- Help in the development of motivation and skills
- Provide coaching in effective job search techniques
- Assist people with disabilities in developing social and life skills
- Advise on workplace accommodations for people with disabilities
- Monitor and evaluate progress of clients
- Keep records and documentation and prepare appropriate reports

#### **Knowledge, Skills, Attitude**

##### **A Job Coach needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to adhere to regulations and standards
- to have outstanding communication and interpersonal skills
- to have excellent organizational and problem-solving ability
- to have respect to diversity
- ability to inspire and motivate
- to understand types of disabilities



## **SUB-SECTOR: DOMESTIC CARE SERVICES**

**AREA** : -

### **DOMESTIC WORKERS (LEVEL 2)**

The Domestic Workers is responsible to implement and perform activities broad range of household activities such as housekeeping, cleaning, cooking, laundry and other related housekeeping activities. In particular the domestic supervisor will supervise the following housekeeping duties in a hygienic manner and must ensure and maintain the cleanliness, safety and security of the household at all times

#### **Responsibilities may include:**

- Perform personal grooming & hygiene;
- Perform household safety & security measures;
- Perform housekeeping activities;
- Perform preparation of common meal;
- Perform serving;
- Perform rubbish disposal;
- Perform laundry cleaning; and
- Perform caring services.

#### **Knowledge, Skills, Attitude**

##### **A Domestic Workers needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills



## **SUB-SECTOR: DOMESTIC CARE SERVICES**

**AREA** : -

### **DOMESTIC CARE SUPERVISOR (LEVEL 3)**

The Domestic Care Supervisor is responsible to supervise activities broad range of household activities such as housekeeping, cleaning, cooking, laundry and other related housekeeping activities. In particular the domestic supervisor will supervise the following housekeeping duties in a hygienic manner and must ensure and maintain the cleanliness, safety and security of the household at all times

#### **Responsibilities may include:**

- Supervise personal grooming & hygiene;
- Supervise household safety & security measures;
- Supervise housekeeping activities;
- Supervise preparation of common meal;
- Supervise serving;
- Supervise rubbish disposal;
- Supervise laundry cleaning; and
- Supervise caring services.

#### **Knowledge, Skills, Attitude**

##### **A Domestic Care Supervisor needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills



## **SUB-SECTOR: DOMESTIC CARE SERVICES**

**AREA** : -

### **DOMESTIC CARE ASSISTANT MANAGER (LEVEL 4)**

The Domestic Care Assistant Manager is responsible to assist in organise for all aspects of the day-to-day operations of the residential care setting, recruiting and managing staff teams, managing budgets and ensuring that the quality of the services provided meets the standard procedures.

#### **Responsibilities may include:**

- Assist in managing budgets;
- Assist in recruiting and supervising staff;
- Assist in meetings and delivering training;
- Assist in maintaining quality standards and ensuring health and safety compliance;
- Liaise with others department;
- Ensuring any regulatory activity such as personal care and administering medicines, is delivered within regulations;
- Assist in organising activities for residents;
- Liaising with families of residents; and
- Assist in actively promoting the independence of residents.

#### **Knowledge, Skills, Attitude**

##### **A Domestic Care Assistant Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills





## **SUB-SECTOR: DOMESTIC CARE SERVICES**

**AREA** : -

### **DOMESTIC CARE MANAGER (LEVEL 5)**

The Domestic Care Manager is responsible to for all aspects of the day-to-day operations of the residential care setting, recruiting and managing staff teams, managing budgets and ensuring that the quality of the services provided meets the standard procedures.

#### **Responsibilities may include:**

- Managing budgets;
- Recruiting and supervising staff;
- Chairing meetings and delivering training;
- Maintaining quality standards and ensuring health and safety compliance;
- Liaising with, and maintaining partnerships with, other local community organisations;
- Delivering person-centred care;
- Ensuring any regulatory activity such as personal care and administering medicines, is delivered within regulations;
- Organising activities for residents;
- Liaising with families of residents;
- Actively promoting the independence of residents.

#### **Knowledge, Skills, Attitude**

##### **A Domestic Care Manager needs:**

- to have documentation skills
- to have data entry skills
- to have reporting skills
- to have ability to work in a team
- to have communication skills
- to have problem solving skills

