

Skills Framework for Social Service

Technical Skills & Competencies (TSC)

TSC Category	TSC Title	Proficiency Levels					
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Advocacy	Advocacy and Representation						
Care Services	Care Assistance						
	Client Supervision						
	Conflict Management						
	Intervention Implementation						
	Para-counselling						
	Support Service to Children and Youths						
	Support Service to Persons with Disabilities						
	Support Service to Seniors						
Casework	Case and Care Planning						
	Casework Evaluation						
	Casework Intervention						
Early Intervention Care and Education	Care-giving						
	Child Functional Needs Assessment						
	Classroom Management						
	Early Intervention Principles and Practices						
	Family and Caregiver Engagement						
	Health, Safety and Nutrition						
	Individualised Intervention Planning and Implementation						
	Natural Learning Environment Design						
General Management	Change Management						
	Corporate Governance						
	Department Performance Management						
	Financial Management						
	Manpower Planning						
	People Management						
	Quality and Audit Management						
	Risk Management						
	Strategy Implementation						
	Strategy Planning						
	Workplace Safety and Health						
	Group Work	Group Work Assessment and Planning					
Group Work Evaluation							
Group Work Intervention							
Learning Programme Development and Delivery	Learning Framework Development						
	Learning Programme Delivery						
	Learning Programme Design						
	Learning Programme Evaluation						
Professional Practice	Collaborative Practices Across Disciplines and Sectors						
	Diversity Awareness and Management						
	Emergency Response and Crisis Management						
	Ethics, Values and Legislation						
	Practice Supervision						
	Professional Consultation						
	Reflexive Practice						
	Resilience and Self-care						
	Social Sector Policy Influence						
	Stakeholder Management						
	Trends Evaluation and Application						

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Programme Development and Implementation	Social Service Programme Development						
	Social Service Programme Evaluation						
	Social Service Programme Implementation						
Psychological Practice	Practice Evaluation						
	Psychological Assessment						
	Psychological Formulation						
	Psychological Intervention						
	Report Writing						
Research Practice	Research Data Analysis						
	Research Data Collection and Management						
	Research Design						
	Research Findings Communication						
	Research into Professional Practice Translation						
Social Policy	Social Policy Development						
	Social Policy Evaluation						
	Social Policy Formulation						
	Social Policy Implementation						
Volunteer Partnership	Volunteer Programme Evaluation						
	Volunteer Programme Management						
	Volunteer Recruitment						
	Volunteer Retention and Engagement						
Youth Engagement and Development	Mentoring for Youths						
	Youth Development						
	Youth Outreach						

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General Descriptors for TSC – For Reference Purposes

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