



資歷架構
Qualifications
Framework

Elderly Care Service Industry

(Residential Care)

Specification of Competency Standards

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Chapter 1

Preface

The Elderly Care Service Industry Training Advisory Committee (ITAC) was set up in 2012 by the Education Bureau to facilitate the implementation of the Qualifications Framework (QF) within the elderly care service industry. The Committee then commissioned the Vocational Training Council to draw up the Specification of Competency Standards (SCS) for the industry. Taking into account the prevailing situation of the industry and future challenges posed by an ageing population, the SCS sets out clearly not only various levels of competency standards that are essential to the current and future development of the industry, but also areas of professional competence that are specific to the industry. It therefore defines a comprehensive training framework for enhancing practitioners' professional competence, and a set of uniform standards applicable to human resource management and development, which in turn boost the attractiveness of the industry and bring in new blood.

Background of the Industry

An ageing population is a critical challenge facing Hong Kong's future development. Population figures released by the Census and Statistics Department show that the elderly accounted for 13.3% of Hong Kong's population, while life expectancy at birth was 80.5 years for male and 86.7 years for female in 2011¹. The Census and Statistics Department projected that by 2030, people aged 65 or over will constitute 24.3% of the population, meaning nearly one in four will be over 65. The number of elders is projected to reach 2.56 million in 2041, or 30% of the local population, while life expectancy at birth for male and female will rise to 84.4 and 90.8 years respectively².

These figures suggest that the elderly population will continue to grow. According to the Hong Kong 2011 Population Census Thematic Report: Older Persons, the respective percentage of persons aged 65-69, 70-79, and 80 and over in the elderly population is 24.9%, 46.3% and 28.8%¹. The proportion of late elderly persons (i.e. those aged 75 and over) is likely to grow further as elders are expected to enjoy an even longer life expectancy in future.

With an ageing population and a longer life expectancy, the demand for social services will keep rising. The local elderly care service industry has adopted "ageing in place" as its goal. A wide spectrum of support services are available to cater for the varying needs of the elderly and improve their quality of life, so that elders can continue living in a community that they find familiar. Community Care Services (CCS) and Residential Care Services (RCS) are the two major types of Long Term Care Services (LTCS) provided for frail elders³.

CCS enables elders to pass their twilight years in the community while giving support to their carers. There are three types of CCS, namely the Enhanced Home and Community Care Services (EHCCS), Integrated Home Care Services (IHCS) (Frail Cases), and day care centres/units for the elderly. RCS primarily provides residential care and facilities for elders who, for personal, social, health and/or other reasons, cannot be adequately taken care of at home. To meet care needs of varying levels, there are currently four types of RCS, namely hostels for the elderly, homes for the aged, care and attention homes, and nursing homes³.

The EHCCS and IHCS (Frail Cases) are basically the same, sharing the same goal of enabling elders to remain in their communities by applying the concepts of "ageing in place" and "continuum of care". Home care services cover care management, basic and special nursing care, personal care, rehabilitation exercises, day care services, carer support services, respite services, meal delivery, etc.

Day care centres/units for the elderly provide day care services and transportation services to and from the centres so that elders can age at home rather than being institutionalised.

As at September 2014, there were 24 EHCCS teams, 60 IHCS (Frail Cases) teams, and 68 day care centres for the elderly across the territory⁴. Currently, most teams have fixed service hours, providing home care services from Monday to Saturday, and meal delivery services on Sunday on request. Day care centres for the elderly operate 12 sessions per week, and open 10 hours per day from Monday to Saturday (except on public holidays).

Care and attention homes and nursing homes provide residential care, meals, personal care and nursing care for elders who suffer from poor health, physical disabilities or cognitive impairment. Apart from places provided by government-subsvented homes, there are also subsidised places provided by contract homes, private homes participating in the Enhanced Bought Place Scheme (EBPS), and self-financing homes participating in the Nursing Home Place Purchase Scheme (NHPPS). Care and attention homes provide limited nursing care services, while nursing homes offer regular basic medical and nursing care services.

As at September 2014, there were 154 subvented, self-financing and contract homes across the territory, of which 132 were subvented and self-financing homes and 22 were contract homes, providing a total of 18 383 subvented places. 142 private homes participating in EBPS were providing 7 736 subsidised places, and 45 self-financing nursing homes participating in NHPPS were providing 188 subsidised places. There were also 553 private homes (of which 142 under EBPS), 39 self-financing homes (of which 45 under NHPPS), and 22 contract homes that provided both subsidised and non-subsidised places. Altogether they provided 50 000 non-subsidised places⁵.

An ageing population creates additional demand for LTCS. And with a longer life expectancy, the late elderly population will grow at a relatively faster pace. Late elderly persons are the most frequent users of medical and elderly care services. Their demand for social resources, especially LTCS, is greater than other age groups. The growing demand for elderly care services poses a huge challenge to the local elderly care service industry. In the ensuing paragraphs, we will analyse the present situation of the industry, as well as the difficulties and trials it encounters from political, economic, social and technological perspectives. The analysis aims to identify the challenges and future course of elderly care service industry in Hong Kong, with a view to ensuring its sustainable development.

Political, Economic, Social and Technological (PEST) Factors

Before drawing up the SCS for the Elderly Care Service Industry, we examined the marco environment to shed light on the present situation and future development of the sector. To identify the challenges and future development trends of the industry, we evaluated the impact of political, economic, social and technological factors on elderly care service by undertaking a systematic PEST analysis.

(A) Political Factors

Development history of RCS

The government rolled out RCS for the elderly in the 1960s, mainly to address the housing needs of elderly retirees who were unattended and unsupported. In the 1990s, the Government conducted a study on the development of and demand for elderly care services. The study report suggested that

the government replace all homes for the elderly with care and attention homes, and reset the admission criteria for subsidised care and attention homes in order to admit elderly persons with higher levels of impairment. RCS have since been repositioned as units providing support for frail elders, while the original objectives of meeting the housing or social needs of the elderly were no longer upheld⁶.

The demand for RCS has been growing steadily since the 1990s, and the waiting time for a government subvented place is rather long. A large number of private homes sprang up in the market but their standards of service varied greatly. The Residential Care Homes (Elderly Persons) Ordinance (Chapter 459, Laws of Hong Kong) and the Residential Care Homes (Elderly Persons) Regulation (Chapter 459, Subsidiary Legislation) were enacted in 1994, providing a legal basis for the provision of RCS. The licensing system for private homes was introduced in 1996. With the Licensing Office of Residential Care Homes for the Elderly (LORCHE) under the Social Welfare Department (SWD) undertaking the major role of monitoring the service quality of the industry, there has been a significant improvement in the quality of RCS.

The Bought Place Scheme and the EBPS were introduced in 1989 and 1998 respectively, through which the SWD purchased places from private homes in the hope of shortening the waiting time for care and attention places by increasing the supply of subsidised places. Through these schemes, the SWD also requested private homes to improve their service quality, environment and facilities⁶.

As the funding for subvented RCS is provided by the Government to cover premises, capital and operating costs, etc., it imposes a certain financial burden on the Government in the long run. To ensure effective use of public resources, since 2001, the SWD has been selecting operators for the delivery of subvented RCS (i.e. contract homes) through a new mode of open and competitive bidding. The new arrangement aims to enhance the quality of RCS, encourage the introduction of innovative and value-added services, and achieve cost effectiveness.

Guided by the principle of “ageing in place”, the Government has focused on the development of two types of residential care homes for the elderly, namely care and attention homes and nursing homes, to care for elders with varying degrees of frailty. Since 2003, the SWD has ceased to accept new applications for placement in hostels for the elderly and homes for the aged. A conversion programme was later launched to phase out hostels for the elderly and homes for the aged, and upgrade certain residential places without long term care elements as long term care places, thereby gradually developing residential care homes into specialised facilities with intensive and long term care.

Development history of CCS

A vast majority of elders prefer to age in a familiar environment, and have the continuous support of their family, friends and neighbours. The Government has been developing CCS to enable elders to live with their family or age in a familiar environment as far as possible, which is also the wish and expectation of most elders. Taken forward with greater efforts, this policy has made CCS a significant part of Hong Kong’s LTCS⁷.

At the early stage of CCS development, a wide range of services were provided mainly by home helpers under the administration of local non-governmental organisations (NGOs) which received subvention from the Government. In 2001, the SWD funded NGOs in launching the EHCCS in 18 District Council districts. It then revamped the Community Support Services for Elders, and upgraded the former home help, home care and meal teams as IHCS teams to enhance personal care,

nursing care and rehabilitation services for elders in the community. It also increased the number of day care places and enhanced the service quality of day care centres to strengthen their care for frail elders⁷.

To ensure that LTCS is made available to elderly persons with genuine needs and to make judicious use of resources, the SWD has adopted a Central Waiting List (CWL) for subsidised LTCS since 28 November 2003 to handle applications and allocation centrally. Under the CWL mechanism, elderly persons have to undertake the Standardised Care Need Assessment for Elderly Services at the time of application, with a view to ascertaining their service needs and matching them with appropriate LTCS. To complement the policy initiative of “giving elders a sense of belonging” and to satisfy their wish to age at home, elders assessed as needing LTCS can opt for CCS, which is in line with the policy of “ageing in place as the core, institutional care as back-up”.

Present situation of LTCS

There is a long-standing shortfall of RCS. As at September 2014, there were 30 931 applicants registered for subvented care and attention home and nursing home places on the SWD’s CWL. On average, it took about 19 months to be allocated a place in subsidised care and attention homes. The average waiting time for care and attention places in subvented and contract homes, private home places under EBPS, and subsidised nursing home places were 34, 7 and 32 months respectively. With an ageing population, the demand for RCS and the number of applicants on CWL will both continue to grow, resulting in an even longer waiting time⁵.

The Government has been rolling out measures to alleviate the shortfall of RCS. Both the 2013 Policy Address and 2013-14 Budget mentioned an increase in the number of residential care places. An additional 1 700 subsidised places, particularly places receiving a higher level of nursing care, would be provided under EBPS and through the construction of new contract homes⁸. The Government would also allocate extra funding to increase the subvention for residential care places, so that about 7 850 ordinary residential care places in subvented care and attention homes could be upgraded to places with continuum of care. In 2014-15, additional recurrent expenditure would be committed to upgrade all 1 574 places in six nursing homes, together with 412 places in five new contract homes covered/to be covered by tender, to places with continuum of care. Looking ahead, in addition to a sustained growth in the supply of residential care places, there will also be a focused development of places with professional care elements to meet the future needs of the elderly population⁹.

With regard to CCS, the Government is committed to the policy of “ageing in place”, and has thoroughly implemented CCS programmes to meet the future needs of a large elderly population in local communities. The Government also plans to expand the scope of CCS by encouraging elders to opt for CCS in lieu of RCS, while placing a stronger emphasis on the development of CCS to address the needs of an ageing population⁷.

An important reason for the unpopularity of CCS is that all existing services have fixed service hours. Inflexibility in service provision has rendered the CCS incapable of meeting the actual needs of elders and their carers. In addition to increasing the number of CCS places, there is a need to change the present mode of service delivery, such as extending service hours, or providing services on Saturdays, Sundays and public holidays. To provide better care and support services for frail elders and their carers, the Government put forward in the 2013 Policy Address the initiative to increase the number of CCS places, as well as extending the service hours of newly-opened day care centres/units⁸.

Moreover, the SWD launched the Pilot Scheme on Community Care Service Voucher for the Elderly in September 2013 to provide eligible elders participating in the Scheme with subsidy in the form of service vouchers. Recipients may choose service providers, service types and service packages that best suit their individual needs. The Scheme aims to enhance the variety and flexibility of services¹⁰, and to bring about improvement in RCS and CCS.

(B) Economic Factors

Increasing the provision of LTCS would undoubtedly address service shortfall in the short to medium term, particularly in respect of RCS as the waiting time for elders on the CWL would be shortened as a result. However, if our population continues to age, the provision of LTCS will not be able to keep up with the demand of a fast-growing elderly population. Besides, as LTCS is mostly funded by government tax revenue, this will definitely impose a heavy burden on public finance.

In 2013-14, the estimated recurrent expenditure on social welfare was \$56 billion, which was 30% over that of 2012-13. This included an extra recurrent funding of \$73 million for improving RCS through the construction of three contract homes, purchase of additional EA1 places under EBPS, and better use of space in subvented homes. An additional recurrent funding of \$164 million was allocated to increase the subvention for residential care places with continuum of care, and to upgrade ordinary residential care places in subvented homes to places with continuum of care. Regarding the CCS, an additional recurrent funding of \$9 million was allocated to increase day care places, and another \$380 million to launch the Pilot Scheme on Community Care Service Voucher for the Elderly⁹. This shows that the Government's recurrent expenditure on LTCS will increase over time. A declining birth rate, coupled with a shrinking workforce, is the challenge currently facing the elderly care service industry.

In recent years, the SWD has introduced a new model for operating subvented RCS in the form of contract homes. Monitoring the service performance of operators by means of contracts helps to enhance service quality and achieve cost-effectiveness, and more importantly, it gives both NGOs and private operators the opportunity to operate subvented homes. As at September 2014, there were 22 contract homes⁴. They were operated mostly by NGOs, with some by the private sector. Construction of more contract homes will be an important approach for the development of LTCS.

Together, publicly- and privately-operated homes provide a mixed mode of RCS in Hong Kong. However, as at September 2014, subsidised places, places provided under EBPS, and non-subsidised places respectively accounted for 25%, 10% and 65% of all residential care places in the territory⁵. This shows that private homes have taken a prodigious share in the market. Since there remain quite a lot of elderly persons on the CWL for subvented residential care places, the Government is expected to, through reallocation of resources, encourage the private sector to take up a more proactive role in service provision, with a view to diverting elders with greater affordability to the private market with more costly services.

Involving private operators in the provision of RCS helps to ensure effective allocation of resources and make the best use of market forces. But the service quality of private homes varies. Residential care homes for the elderly, including private homes, are licensed and regulated by the SWD under the Residential Care Homes (Elderly Persons) Ordinance and the Residential Care Homes (Elderly Persons) Regulation. The licensing requirements cover such aspects as health services, sanitation, staffing, safety, location, design, structure, equipment, fire precautions and space. The LORCHE ensures these residential care homes' compliance of statutory requirements through inspections and surveillance. The future introduction of Residential Care Service Voucher will

further the development of quality self-financing private homes, while improving their public image and utilisation rates¹¹.

At present, the CCS, unlike residential care services, is mainly provided by subvented NGOs, and the market share of private CCS providers is very small¹¹. In the long run, the continuous employ of a publicly-funded model for the provision of CCS is not sustainable, and the market for private CCS providers has yet to be fully developed. To expand the CCS, the Government may devise strategies to facilitate the development of self-financing services. On the other hand, with a growing public awareness of CCS and a growing interest among NGOs and private operators to provide self-financing services, there has been grave concern over the quality of such services.

Unlike residential care homes for the elderly, there is no statutory licensing system to regulate the CCS providers. Besides, stipulating licensing requirements for CCS providers can be difficult in practice as the scope of CCS is very extensive, covering everything from simple house cleaning and mere attending to nursing care and rehabilitation exercises. Moreover, the market for private CCS is far from mature. In other words, it may not be feasible to introduce a licensing system or statutory requirements for CCS providers in the near future⁷.

The Pilot Scheme on Community Care Service Voucher for the Elderly implemented by the SWD has not only enhanced the flexibility and diversity of CCS for the elderly, but also motivated service providers to improve service quality and address the needs of the elderly. This should help better implementing the “ageing in place as the core, institutional care as back-up” policy, bringing about a positive impact on the introduction of self-financing CCS, and attracting more elders with financial means to use non-subvented services.

(C) Social Factors

There must be enough properly qualified and dedicated manpower before a viable system can be established to deliver LTCS for the elderly. The local LTCS providers are facing a serious shortage of manpower, which will affect the quality of service. Manpower shortage is not limited to the nursing sector (including such professionals as nurses, occupational therapists and physiotherapists), as the shortage of frontline care workers (including such non-professionals as registered health workers, personal care workers, home helpers and home care workers) is particularly severe¹².

The causes of high wastage among frontline care workers include unattractive pay, poor work environment, and the unpleasant and physically demanding nature of the job. The problem is further aggravated by the introduction of the statutory minimum wage in 2011, which has narrowed the wage differentials among different sectors. As a result, many employees left residential care homes for the elderly for jobs that offer a better work environment. This has worsened the manpower situation, especially for the case of private homes¹².

Frontline care workers have found job satisfaction elusive because their work involves taking care of elders’ personal and hygiene needs, and they are engaged in low positions with unattractive pay and little promotion prospect. The job, therefore, does not appeal to those outside the sector, especially the younger generation. This explains why there is a prolonged manpower shortage while the average age of care workers continues to rise. To solve the problem, some homes have resorted to hiring mature workers to take care of their residents, which may greatly undermine service quality¹³.

In response, the Government should devise targeted measures, and through expediting human resources development and developing relevant professional knowledge and training programmes,

ensure that sustainable LTCS is available to meet the challenges of an ageing population. As at September 2014, 34 training bodies were offering registered health worker training courses for people who intend to pursue a career in elderly care and nursing to obtain the required qualifications. There were also courses to provide additional training for existing workers in the elderly care industry to enhance their skills and competence in caring for frail elders. These courses are crucial to enlarging the manpower pool, upgrading workers' professional skills, and expanding private/self-financing LTCS in future. The sustainable development of elderly care services hinges on the availability of adequate manpower⁷.

Although training bodies are offering courses on elderly care to alleviate the problems caused by a shortage of new blood and an ageing workforce within the sector, the wastage rate among those who joined the industry upon completion of training remains fairly high. This can be ascribed to unattractive working conditions and career prospect. In view of this, the Government launched the "First-Hire-Then-Train" Pilot Programme in 2013 to recruit young people as care workers for elderly homes. Providing on-the-job training and an opportunity to pursue continuing education, the Programme enables participants to develop their career along an established path and helps young novices set their goals early, so as to discourage halfway departure and bring in fresh blood¹⁴.

(D) Technological Factors

To ensure effective use of resources, only elders assessed as having genuine needs are entitled to LTCS. As such, elders with varying degrees of frailty or disability also rely on LTCS. Having regard to the physical conditions of these service users, there is a need to strengthen the provision of professional nursing care, personal care and rehabilitation services. In anticipation of future needs, quality enhancement should be integral to the development of LTCS, so that greater emphasis is put on service quality and professional standards.

The rapid development of technology and the Internet has made the application of medical technologies increasingly widespread, which is also a major trend in the areas of elderly care, personal care and rehabilitation. New medical technologies not only improve the quality of elderly care but also encourage service specialisation. For service providers, new technologies allow them to improve the quality of existing services, enhance their institutional or corporate image, and instill confidence in the elders they serve. For the elders, new technologies can bring about better nursing quality and rehabilitation outcomes, and enhance their independence, thereby improving their quality of life. New technologies can also help staff retention by effectively reducing workload, streamlining service workflow and enhancing occupational safety.

Nowadays, elderly care service providers are gradually adopting new medical technologies. For example, many elderly homes have participated in the Electronic Patient Record (i.e. electronic health record) Sharing Pilot Project launched by the Hospital Authority in 2006, under which all personal health and medical data of the elderly are centralised and digitised to reduce the possibility of human error in keeping manual records. Moreover, it provides an electronic platform for the accurate and complete sharing of elders' health records among private clinics, private hospitals and public hospitals, making it easier for the management of these medical facilities to monitor and track the allocation of resources¹⁵.

Another example is video consultation. With the rapid advancement of global communication network, it is now possible for medical personnel to diagnose patients through video conferencing. This saves patients the pain of travelling and waiting for their turn at the hospital. Some hospitals under the Hospital Authority, including Shatin Hospital and Princess Margaret Hospital^{16,17}, have

already launched remote medical consultation services in collaboration with local residential care homes for the elderly. Conducting remote consultations through video conferencing not only frees the elders from the hassle of making a long journey to hospitals, but also saves the care homes the extra manpower needed to pick up or escort patients. In addition, video consultation can help minimise the risk of spreading infectious diseases during their peak seasons.

Many residential care homes for the elderly are equipped with electrical lifting appliances and ceiling hoists to assist staff in their day-to-day task of lifting elders. Such equipment helps prevent work-related injuries that would otherwise be sustained during manual handling operations, and ensure the safety of elders and staff. In view of this, the SWD and Occupational Safety and Health Council jointly introduced a financial assistance scheme in 2011 for private residential care homes for the elderly and private care homes for persons with disabilities to purchase electrical lifting appliances¹⁸, with a view to protecting the occupational safety and health of care workers and improving their work environment.

In addition, the SWD and Department of Health have been implementing a number of measures to enhance the awareness of drug safety in residential care homes for the elderly and the capability of their staff in handling drugs, which include compiling the Guidelines on Drug Management in Residential Care Homes, and providing training on drug safety. Drawing reference from computerised medication dispensing procedures in other countries, community pharmacists successfully developed a tablet-based medication dispensing system for local residential care homes for the elderly in 2009. On average, the system reduces preparation and dispensing time by approximately 80% and 50% respectively, while lessening the workload of nursing staff. The system has since been adopted by a number of care homes¹⁹.

As the elderly become more demanding and have higher expectation for quality care services, there will be wider application of new medical technologies. This in turn creates numerous business opportunities for the cutting-edge medical technology industry and facilitates even more diversified development in the field as greater investment is dedicated to research and development as well as marketing and promotion. For service operators, additional resources need to be injected in order to procure advanced medical equipment, which is often rather costly and may strain the finance of those operating without subvention or on private basis.

Furthermore, it takes relevant or trained specialists to harness the full potential of new medical technologies. Service providers have to select suitable staff members as trainees, and allow them to practise repeatedly. In view of the high wastage and turnover rates of care workers and their heavy workload, it is very hard for service providers to accommodate the necessary arrangements. More importantly, with low educational attainment, most practitioners are unable to master the skills for applying new medical technologies. Although the general adoption of new medical technologies in elderly care may take time, there is little doubt that moving towards this goal is a growing trend for the elderly care service industry.

Conclusion

Through in-depth analysis of the current development situation of elderly care service industry by analysing at the political, economic, social and technological levels, we have a deeper understanding of the industry. Ageing population, prolongation of elderly life expectancy and increase in old age elderly ratio will all bring great challenges to the development of future long term care services.

By 2004, the Education Bureau has launched QF, a platform to promote lifelong learning, to provide a holistic learning network. QF operates under a quality-assured mechanism, ensuring only qualifications and their associated learning programmes being quality-verified should be recognised under QF. There are currently 19 industries participating in QF, which covers over 40% of the total labour population in Hong Kong²⁰. Expanding QF to elderly care service industry can promote continuous learning and training of practitioners, thus enabling them to gain recognised qualifications at different levels. At the same time, it can provide training and attract more outsiders to join the industry, to solve the problem of manpower shortage.

Besides increasing the supply of care workers with different qualification levels, the industry can offer effective measures to attract and retain frontline care workers, for example, improving their remuneration, benefit packages and work environment etc., to reduce their workload. Also, the industry can provide clear promotion ladder to practitioners to allow them to develop their career. It not only will help build up work satisfaction, younger generation will also be attracted to join the industry. Operating organisations can put extra resources for practitioners to receive training and learning new skills, which will be beneficial for reserving the talents and improving own service quality.

Increase in older population is a global issue. Countries are actively implementing different measures to face the challenges and opportunities brought by ageing population. The industry must implement active measures to expand the amount of service, improve the service quality, train experts and enhance professional knowledge and skills of practitioners, to ensure sustainable development of the Hong Kong long-term care service for tackling future challenges.

Chapter 2

Qualifications Framework

Qualifications Framework

QF is a voluntary system. It is a seven-level hierarchy, providing benchmarks for determining the level of complexity and difficulty of individual competencies. It is also used to manage and arrange qualifications of different natures and titles. QF is underpinned by an independent quality assurance mechanism that would enhance recognition and acceptance of the qualifications in the industry, irrespective of the mode and channel of learning.

QF aims to provide clear learning pathways for individuals to draw up their own learning plans to obtain quality-assured qualifications. Learners may either pursue study in a particular area of specialisation to upper levels step by step (vertical development), or progress through traversing learning pathways to learn multiple skills of different specialisation (horizontal development). By full-scale implementation of QF, it fostered an environment and culture conducive to lifelong learning and continuing education in the industry. Besides, under the active participation of employers and practitioners, as well as the wide acceptance of the industry, QF will also encourage the development of quality training programmes by providers to meet the needs of the community and the industry.

Qualifications recognised under QF are outcome-based, but not confined to academic attainment. In the academic sector, the outcome standard of qualifications refers mainly to the knowledge and skills held by an individual. Generally, these standards are set by scholars. In the vocational sector, the outcome standards of qualifications are set by individual industries. To identify specific outcome standards required in different levels of qualifications, industries need to develop SCSs. The Recognition of Prior Learning mechanism with SCS serving as the basis being developed by the individual industries, officially recognises skills, knowledge and relevant work experiences of the practitioners. With qualifications so obtained, the practitioners may pursue further studies at different levels to obtain higher and broader qualifications.

To facilitate lifelong learning, practitioners need flexible study mode to take care both their work and family responsibilities. The Credit Accumulation and Transfer (CAT) mechanism provides such flexibility to suit individual circumstances and minimise opportunities of duplication in learning. With the CAT system, learners can systematically accumulate learning and training credits gained in various programmes and convert the accumulated credits into a recognised qualification. QF provides a common platform with unified benchmarks which facilitates CAT arrangement between different sectors and training providers.

To conclude, QF does not only related to workplace but also links with the secondary education. SCSs developed by different industries could support the Applied Learning courses under the new academic structure of senior secondary education to provide diversified learning experiences and choices to students. Students could also master the basic skills of the industry concerned.

Qualifications Framework Levels

QF is a seven-level hierarchy, of which level 1 is the lowest and level 7 is the highest. The outcome requirements of each level are defined by a set of generic level descriptors (GLDs) (see Appendix 1), which stipulate the complexity, demand and challenges of each level in the four dimensions as listed below:

- a. Knowledge and intellectual skills;
- b. Processes;
- c. Autonomy and accountability; and
- d. Communication, IT and numeracy.

Each Unit of Competency (UoC) is assigned with a QF level according to the standards set in the GLD. It should be noted that the competencies listed in a UoC may partly or fully fall into the dimensions of GLD. Therefore, in the assignment of QF level of UoCs, the overall outcome standard should be considered in judgement making.

Each QF level is independent, i.e. no UoC should be listed between two QF levels. If a UoC cannot reach the requirements of one or more than one areas (if applicable) at a particular QF level, the UoC should be assigned to the next lower level.

Chapter 3

Specification of Competency Standards

Applications of Specification of Competency Standards

The development of Specification of Competency Standards (SCS) is an important step in implementing QF and its associated quality assurance mechanism. Industries play a pivotal role in the process through participating in the ITACs, which being tasked to develop, maintain and update the SCSs.

To ensure the continued practice of SCSs, the ITACs must have a regular review and update of the SCSs to keep abreast of the latest manpower requirements, as well as to meet the various needs in education and training of the industry.

The competency standards applicable to an industry are presented as Units of Competency (UoCs) in its SCS. Every UoC comprises eight basic items:

1. Title
2. Code
3. Level
4. Credit
5. Competency
6. Range
7. Assessment Criteria
8. Remarks

Since SCS-based programmes are developed with UoCs, trainees may have their qualifications (including qualifications obtained from formal studies and those obtained from the Recognition of Prior Learning (RPL) mechanism) accumulated and move along the ladder of progression without the need to start from scratch. The SCSs also provide clear progression pathways whereby trainees may draw up their own career plans.

As the competency standards are established by the industry, the relevant requirements of the training programmes of the industry will be ensured. Upon completion of the SCS-based programmes, trainees will possess skills that can be objectively measured. Such information may facilitate employers to identify suitable talents; thus reducing possible loss incurred by unfit appointments, as well as shortening the new recruits' adaptation period and minimising relevant costs. Besides, by referring to the SCSs, employers may provide tailor-made in-service training to individual practitioners, or use the SCSs as yardsticks for identifying personnel with suitable skills and knowledge for recruitment or promotional purposes. In conclusion, the SCS recognised by the industry is the key to enhancing its competitiveness for sustainable development.

After the formulation of SCSs, training providers will be able to design training programmes that would help learners achieve the specified competency standards. Trainees can selectively choose any UoC specified in the SCS according to their own needs, and accumulate credits to obtain various qualifications. These may include qualifications of different levels within the same functional area (i.e. vertical qualifications) or qualifications of the same level across a number of functional areas (i.e. horizontal qualifications) or whole qualifications (i.e. certificates, diplomas, etc.)

SCS assists occupational education and training organisations in course design. It supports the personnel along the human resources management in career planning, and also shows the standard for organisations in the industry to recognise outstanding performance and issue relevant qualifications. This acts as guidance to the comprehensive implementation of qualification framework by the government. SCS is an importance reference for industry in areas including education, training and human resources management. Instead of replacing the existing governing ordinance and industry regulations, it is complementary. Upon the basic legislated requirements in the industry, it provides the direction and incentive for continual advanced studies and improvement of human resources quality, so as to improve service standard and advocate sustainable development of the elderly care service industry.

Major Functional Areas of Elderly Care Service Industry

No matter elderly care in the community or residential home, the goal is to take care of elderly needs in different areas, including physiological and psychological, so as to improve the quality of later life. Elderly faces the deterioration of body functions and mobility, illness and disabilities etc., causing different physiological health problems. Along with the increase in the elder population and prolongation of life expectancy, the ratio of old age population increases, thus it is important to expand the clinical nursing skills in elderly care services.

Apart from caring for the physiological needs of elderly, their psychological needs are of equal importance. Ageing, health problems, retiring life stress and mortality issues etc., put forward psychological frustration for elderly. Proper care for their psychological, social and spiritual problems helps achieve a comprehensive elderly care. Besides, elderly caregivers also play a significant role in elderly care service. So, we must provide them with care and adequate support, increase their confidence and capability, to reduce their stress during the service.

By expanding the long term care service, either the service supply or service quality, it is important to strengthen or even to alternate the ways of providing services. Therefore, the required comprehensive skills are essential to the service operation and management. For example human resources, administration management, financial management, or even service expansion, these require more professional training and relevant experts. By employing the above mentioned knowledge and skills will benefit the industry development and service quality improvement.

Therefore, based on the need in providing elderly care service pertaining to the development of the industry, the Elderly Care Service ITAC proposed the SCS of the Elderly Care Service Industry, which comprises of three major functional areas: clinical care, psychological, social and spiritual care, and management. Clinical care comprises basic health care, special elderly care, emergency care and rehabilitative care. The psychosocial and spiritual cares comprise psychological, social and spiritual comfort, end-of-life care, caregiver support and care for daily living and entertainment. Management comprises operation management, quality management and case management.

Each functional area comprises different units of competency. The number of credits in each UoC is corresponded to the number of learning hours required by individuals. And the levels are based on the application range, performance requirements and assessment criteria. Due to the current legal regulation or the professional code and conduct, some of the functions have to be practiced by practitioners holding a valid license or registered certificate.

(i) Clinical care

Basic Health Care

By focusing on the basic personal and general care for elderly, practitioners should be able to apply their elderly health knowledge to provide basic and preventive care to elderly. This includes health check, health education, different personal basic care plans, use of relevant medical devices, and handling of elderly personal hygiene and daily care etc.

Special Needs Care

Practitioners are expected to work for the frail elderly with different chronic diseases or different degree of disabilities. This range mainly focuses on care for elderly with special needs, by performing a variety of specific nursing cares, including performing specific nursing procedures for a variety of diseases, managing medications, formulating and proceeding elderly personal special care plans, performing infection control preventions for different transmission routes and taking laboratory samples etc.

Emergency Care

Due to deterioration of body functions and illnesses, some urgent or dangerous body conditions may be occurred especially to the frail elderly. Practitioners must be able to handle the emergency with calm along their demonstrated competence, to avoid the exacerbation of conditions and to save elderly lives to a certain extent. This includes different first aid skills, coordination and management of first aid procedures etc.

Rehabilitation Care

Deterioration in mobility, result of disabilities from illness and impairment of cognition cause significant consequences to elderly daily living and activities, which will affect their quality of life severely. Rehabilitation care can effectively improve elderly mobility and cognition skills. With the demonstrated competence, practitioners can perform proper rehabilitation training for improving their independent skills and their quality of life. This includes exercise training, daily living training and cognitive training.

(ii) Psychosocial and Spiritual Care

Psychosocial and Spiritual Well-being

To provide an all-rounded care service, it is important to prepare the service for psychological, social and spiritual care. Practitioners must be equipped for the relevant skills to take care of elderly needs, through providing the relevant support and training, enhancing the spiritual health of the elderly. This includes formulating psychosocial spiritual care plan, workshops for prevention of elderly suicidal and psychological counseling etc.

End-of-life Care

Birth, ageing, illness and death are the important life stages. However, facing the pain of illnesses and the approach of death often trigger emotional discomfort of the elderly and even their families or caregivers. Therefore, end of life care is very important to them. The practitioners should be equipped with the skill in assisting elderly walking through the last stage of their life with relief. This includes providing grief counseling, life and death educations etc.

Caregiver Support

Caregivers have heavy responsibility and often frustration for satisfying the elderly daily needs and care of health conditions. The lack of skills and knowledge may bring them heavy

pressure and mental exhaustion. Therefore, while practitioners can provide proper care to elderly, they should also be able to provide assistance to caregivers, including guiding the caregivers to appropriate nursing and rehabilitation procedures, and provide counseling for caregivers etc.

Daily Care and Leisure Activities

Daily care and leisure activities are important to the basis of life. By providing suitable support for the closest care, and effectively improving the quality of life and satisfaction. This includes advocating elderly to participate in meaningful activities, tidying elderly everyday essentials, providing and preparing proper meals etc.

(iii) Management

Operations Management

Outstanding operations management results outstanding services. Operations management is significant for the enhancement of elderly care service. Operations management involves basic daily management, hygiene and sanitation, working regulations, data and information management, human resources management, and even risk management and formulation of operation strategies. With knowledge of these, practitioners can achieve certain competency standards, and promote the industry towards providing outstanding services.

Quality Management

Good quality management can guarantee the service quality through continuous evaluation of the operation, and continuous improvement of the current service, in order to assure that the service is meeting the needs of elderly and caregivers. This includes regulating and executing quality management, handling complaints and acquiring external communication skills etc. As the achievement of outstanding service relies on the collaboration of practitioners, therefore, it is important that the practitioners have acquired relevant skills.

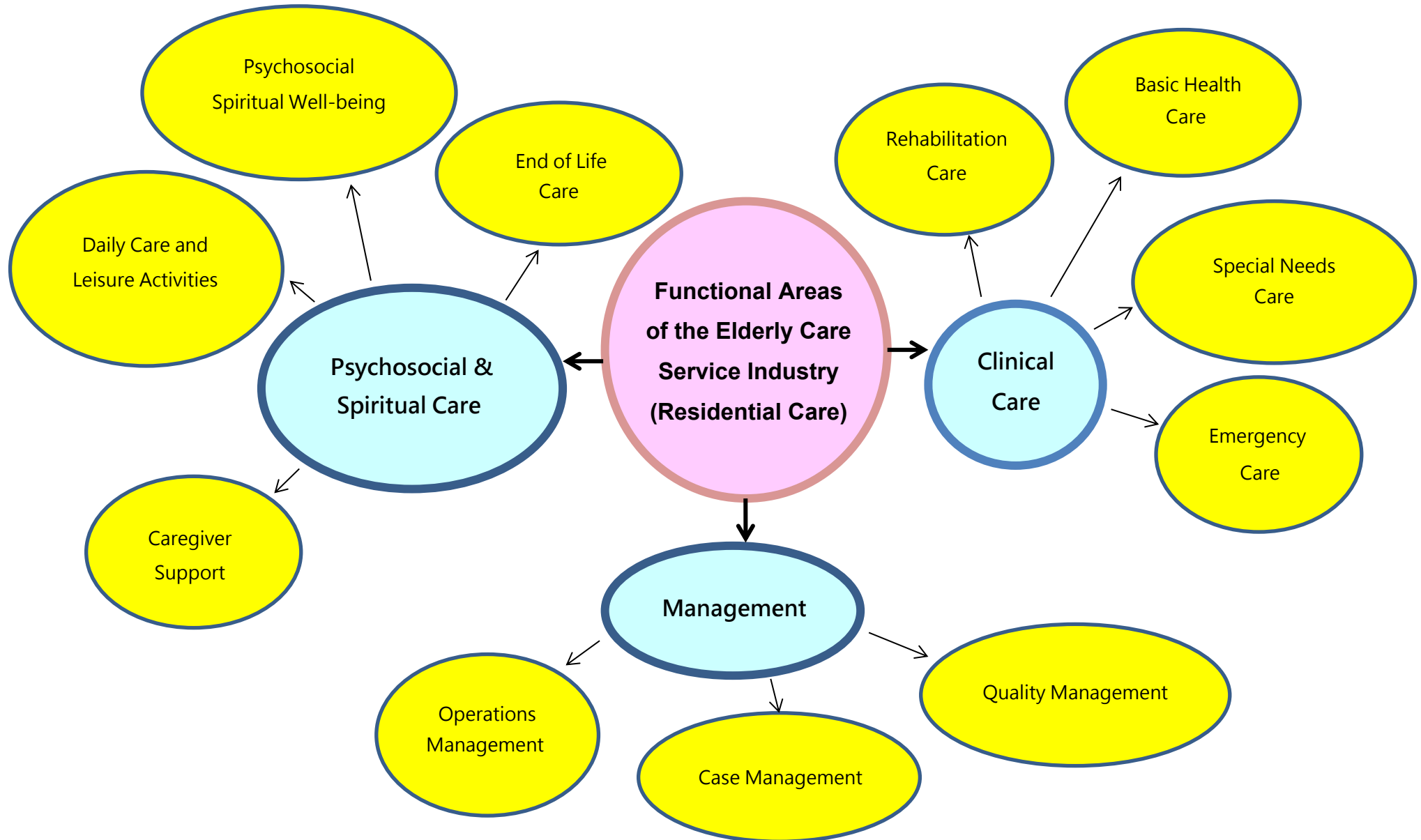
Case Management

Case management is already common in the long term care service system. Through the process of effective communication, coordination and organisation, case management can combine different needs of elderly in many aspects by making use of the resources. Practitioners who can acquire the knowledge will accomplish the current service requirements, to utilise the resources and collaborate with the current industry development. This includes regulation, implementation and evaluation of case management plan etc.

Terminology

1. Professional medical personnel generally refer to professional medical practitioners governed by respective registration ordinances or registered with professional bodies, e.g. registered medical practitioners, registered or enrolled nurses, registered or listed Chinese medicine practitioners, physiotherapists, occupational therapists, clinical psychologists, registered dietitians, speech therapists, podiatrists and radiographers.
2. Healthcare personnel generally refer to healthcare practitioners who are not professional medical practitioners, e.g. registered health workers and personal care workers.
3. Clinical nursing generally refers to taking care of elderly patients' nursing needs.
4. Nursing services generally refer to taking care of elderly persons' general nursing needs.
5. Care services generally refer to personal care services given to the elderly, e.g. feeding and toileting elders.
6. Rehabilitation services generally refer to all kinds of rehabilitation-related work.
7. Rehabilitation treatments generally refer to treatments recommended by professional medical personnel.

Functional Areas of the Elderly Care Service Industry (Residential Care)



Clinical Care

<u>Unit of Competency</u>	<u>Code</u>	<u>Level</u>	<u>Credit</u>	<u>Page No.</u>
Basic Health Care				
Distribute Meals #	106202L1	1	1	5-1
Organize Personal and Daily Care Items #	106203L1	1	2	5-3
Measure Vital Signs	105995L2	2	7	5-5
Enhance the Quality of Sleep among Elderlies	105996L2	2	2	5-7
Use Assistive Living Devices	105997L2	2	3	5-9
Perform Standardized Infection Control Measures	105998L2	2	9	5-11
Provide Oral Care	105999L2	2	3	5-13
Recognize Normal Ageing	106000L2	2	3	5-15
Ensure Basic Medical Equipment Functions properly	106001L2	2	1	5-23
Assist Elderlies to maintain Personal Hygiene and day-to-day care #	106205L2	2	9	5-17
Provide Foot Care #	106206L2	2	3	5-19
Assist Elderly with Self-care Difficulties to Eat #	106210L2	2	3	5-21
Master Communication Skills with Elderlies #	106214L2	2	3	5-24
Master Communication Skills with the Families of the Elderlies #	106215L2	2	3	5-26
Use Basic Medical Equipment	106002L3	3	6	5-28
Monitor Vital Signs	106003L3	3	5	5-30
Select a Balanced Diet	106004L3	3	3	5-32
Formulate Personal Basic Care Plans for Elderlies	106005L4	4	2	5-34
Monitor the Personal Basic Care Plan	106006L4	4	5	5-36
Conduct Health Education	106007L5	5	4	5-38
Special Needs Care				
Observe Physical Symptoms of Diseases	106008L2	2	5	5-40
Implement Fall Prevention Measures	106009L2	2	2	5-42
Provide Foot Care #	106206L2	2	3	5-19
Assist Elderlies with impaired physical Mobility #	106207L2	2	4	5-44
Help Elderlies use Assistive Devices	106208L2	2	3	5-46
Help Elderlies Use Hearing/Visual Aids #	106209L2	2	1	5-48
Escort Elderlies to Follow-up Medical appointments #	106211L2	2	3	5-50
Lift and transfer elderlies correctly #	106212L2	2	6	5-52
Master Communication Skills with Elderlies #	106214L2	2	3	5-24
Master Communication Skills with the Families of the Elderlies #	106215L2	2	3	5-26

Unit of competency is applicable across different functional areas

Clinical Care

<u>Unit of Competency</u>	<u>Code</u>	<u>Level</u>	<u>Credit</u>	<u>Page No.</u>
Prepare Meals for Elderlies with Eating Difficulties #	106216L2	2	2	5-54
Arrange Follow-up Medical appointments / Medical appointments	106010L3	3	2	5-56
Use Restraint devices	106011L3	3	3	5-58
Follow up Elderly care after hospital discharge #	106218L3	3	3	5-60
Educate elderlies on the Self-management of Chronic Diseases	106012L4	4	5	5-62
Provide Training to Clinical Care workers #	106220L4	4	6	5-64
Apply Non-pharmaceutical Treatments to Relieve Symptoms other than Pain #	106222L4	4	6	5-66
Provide Palliative Care #	106223L4	4	6	5-68
Provide Psychological Support to Mentally impaired Patients #	106224L4	4	3	5-70
Refer elderlies to Medical Specialties for consultation	106013L5	5	1	5-72
Formulate Personal Advanced Care Plans for elderlies	106014L5	5	5	5-74
Monitor the Advanced Personal Care for Elderlies	106015L5	5	5	5-76
Provide Physical Check-up	106016L5	5	9	5-78
Monitor Complications arising from diseases	106017L5	5	9	5-80
Formulate Staff Training on Clinical Care #	106228L5	5	6	5-82
Formulate Palliative Care Plan #	106229L5	5	6	5-84
Design Special Diet Menus	106018L6	6	9	5-86
Special Needs Care-Infection Control				
Perform Contact Precautions	106019L2	2	2	5-88
Perform Droplet and Airborne Precautions	106020L2	2	2	5-90
Perform Preventive Measures against Diseases Transmitted by Common Vectors (such as water)	106021L2	2	2	5-92
Perform Preventive Measures against Vector-borne (Insects) Diseases	106022L2	2	2	5-94
Understand and Implement the Immunization Measures	106023L4	4	6	5-96
Special Needs Care-Medicine Treatment				
Understand Medication (including General and Psychiatric Medicines)	106024L3	3	6	5-98
Distribution of Oral Medicine	106025L3	3	2	5-99
Distribution of Transdermal Patch	106026L3	3	2	5-101

Unit of competency is applicable across different functional areas

Clinical Care

<u>Unit of Competency</u>	<u>Code</u>	<u>Level</u>	<u>Credit</u>	<u>Page No.</u>
Administration of Eye Drop, Ear Drop and Nasal Drop	106027L3	3	2	5-103
Administration of Suppositories	106028L3	3	2	5-105
Administration of Inhalant	106029L3	3	2	5-107
Administration of Topical Medications	106030L3	3	2	5-109
Insulin Injection	106031L3	3	3	5-111
Dispense Medication	106032L3	3	2	5-113
Perform Subcutaneous Injection	106033L4	4	3	5-115
Perform Intramuscular Injection	106034L4	4	3	5-117
Manage Storage of Medicines	106035L5	5	9	5-119
Perform Intravenous Injection	106036L5	5	6	5-121
Perform Intravenous Infusion	106037L5	5	6	5-123
Special Needs Care-Specimen Collection				
Collect Urine and Stool Specimen	106038L2	2	2	5-125
Collect Sterile Urine Specimen	106039L4	4	6	5-127
Collect Blood Specimens	106040L4	4	6	5-129
Special Needs Care-Respiratory System				
Administration of Oxygen Therapy	106041L3	3	6	5-131
Perform Oral-nasopharyngeal Suction	106042L3	3	3	5-133
Perform Tracheostomy Care	106043L3	3	3	5-135
Perform Tracheostomy Suction	106044L4	4	3	5-137
Special Needs Care-Cardiovascular System				
Operate Electrocardiogram (ECG) Equipment	106045L4	4	2	5-139
Special Needs Care-Urinary System				
Perform urinary Catheter Care	106046L2	2	2	5-141
Perform Urinary Incontinence Care	106047L2	2	3	5-143
Perform Faecal Incontinence Care	106048L2	2	3	5-145
Perform Urinary Stoma Care	106049L3	3	6	5-147
Replace urinary Catheter (through the urethra into the bladder)	106050L4	4	6	5-149
Perform Peritoneal Dialysis Care	106051L4	4	6	5-151
Special Needs Care-Skin and Musculoskeletal System				
Prevent Pressure Sores	106052L2	2	3	5-153
Handle Scabies Sores	106053L2	2	3	5-155

Unit of competency is applicable across different functional areas

Clinical Care

<u>Unit of Competency</u>	<u>Code</u>	<u>Level</u>	<u>Credit</u>	<u>Page No.</u>
Assess the Risk of Pressure Sores	106054L3	3	3	5-157
Perform General Wounds Dressing	106055L3	3	3	5-159
Perform Complicated Wounds Care	106056L5	5	6	5-161
Formulate Wounds Caring Plan	106057L5	5	6	5-163
Special Needs Care-Endocrine System				
Monitor Blood Sugar and Urine Glucose levels	106058L3	3	3	5-165
Special Needs Care-Nervous System				
Communicate with Elderlies with Dementia	106059L3	3	2	5-167
Design a Suitable Living Environment for Psychiatric Patients	106060L4	4	3	5-169
Manage Behavioural and Psychological Symptoms of Dementia (BPSD)	106061L4	4	3	5-171
Apply Non-pharmaceutical Therapy to Manage Psychiatric Symptoms	106062L4	4	6	5-173
Special Needs Care-Digestive System				
Prevent Constipation	106063L2	2	3	5-175
Perform Colostomy Care	106064L3	3	3	5-177
Perform Tube Feeding	106065L3	3	3	5-179
Feed elderlies with Swallowing Difficulty	106066L3	3	3	5-181
Replace Nasogastric Tube	106067L4	4	6	5-183
Emergency Care				
Inspect First Aid Kits	106068L1	1	1	5-185
Escort for Emergency Transfer	106069L2	2	1	5-187
Master Communication Skills with Elderlies #	106214L2	2	3	5-24
Master Communication Skills with the Families of the Elderlies #	106215L2	2	3	5-26
Handle Hyperglycemia / Hypoglycemia	106070L3	3	6	5-189
Perform Cardiopulmonary Resuscitation	106071L3	3	1	5-191
Handle Scald/Burn	106072L3	3	1	5-193
Handle Drowned elderlies	106073L3	3	2	5-195
Handle Sprain Injury	106074L3	3	1	5-197
Handle Shock and Syncope	106075L3	3	1	5-199
Handle Hypothermia/Heat Stroke	106076L3	3	1	5-201
Handle Suspected Fracture	106077L3	3	1	5-203
Handle Choking	106078L3	3	1	5-205

Unit of competency is applicable across different functional areas

Clinical Care

<u>Unit of Competency</u>	<u>Code</u>	<u>Level</u>	<u>Credit</u>	<u>Page No.</u>
Perform Automated External Heart Defibrillation	106079L3	3	1	5-207
Perform Mental Health First Aid	106080L4	4	3	5-209
Acute Stroke Management	106081L4	4	2	5-211
Traumatic Bleeding Management	106082L4	4	1	5-213
Provide Training to Clinical Care workers #	106220L4	4	6	5-64
Monitor the Quality of Emergency Care	106083L5	5	1	5-215
Formulate First-Aid Guidelines	106084L5	5	6	5-217
Coordinate Emergency Care	106085L5	5	6	5-219
Manage Cases of Sudden Death #	106227L5	5	6	5-221
Formulate Staff Training on Clinical Care #	106228L5	5	6	5-82

Rehabilitation Care

Assist Elderlies to perform Weight Bearing Exercise	106086L2	2	1	5-223
Assist Elderlies to perform Muscles Training	106087L2	2	1	5-225
Assist Elderlies to perform Active range of motion exercises	106088L2	2	1	5-227
Assist Elderlies to perform Active Assisted range of motion Exercises	106089L2	2	1	5-229
Assist Elderlies to Perform Passive range of motion Exercises	106090L2	2	1	5-231
Assist Elderlies to perform training	106091L2	2	3	5-233
Master Communication Skills with Elderlies #	106214L2	2	3	5-24
Master Communication Skills with the Families of the Elderlies #	106215L2	2	3	5-26
Provide Rehabilitation Orthotic Care	106092L3	3	3	5-235
Improve the Home Environmental Safety for Elderlies	106093L3	3	6	5-237
Assist in Providing Transcutaneous Electrical Nerve Stimulation (TENS)	106094L3	3	3	5-239
Assist in Applying Cold Therapy	106095L3	3	2	5-241
Assist in Applying Heat Therapy	106096L3	3	2	5-243
Use Assistive Devices for Daily Life	106097L3	3	6	5-245
Assist Elderly to Perform Aerobic Exercises	106098L3	3	2	5-247
Conduct Reminiscence Therapy	106099L3	3	3	5-249
Conduct Reality Orientation Therapy	106100L3	3	3	5-251
Conduct Multi-sensory Therapy	106101L3	3	3	5-253
Conduct Cognitive Training	106102L3	3	3	5-255

Unit of competency is applicable across different functional areas

Clinical Care

<u>Unit of Competency</u>	<u>Code</u>	<u>Level</u>	<u>Credit</u>	<u>Page No.</u>
Provide day-to-day self-care Training	106103L3	3	3	5-257
Assess the Activities of Daily Living (ADLs)	106104L4	4	3	5-259
Conduct Preliminary Cognitive Assessment	106105L4	4	3	5-261
Plan Elderly Group Activities #	106219L4	4	9	5-263
Provide non-pharmacological pain management #	106221L4	4	6	5-265
Provide Staff Training on Rehabilitation Care #	106225L4	4	6	5-267
Monitor the Quality of Rehabilitative Care	106106L5	5	5	5-269
Formulate Rehabilitative Care Plan	106107L5	5	5	5-271
Train elderlies to perform Breathing Exercise	106108L5	5	6	5-273
Teach Elderlies to Use Walking Aids	106109L5	5	3	5-275
Conduct Musculoskeletal Function Assessment	106110L5	5	6	5-277
Design Rehabilitation Devices	106111L5	5	9	5-279
Formulate Staff Training on Rehabilitation Care #	106230L5	5	6	5-281

Unit of competency is applicable across different functional areas

Psychosocial & Spiritual Care

<u>Unit of Competency</u>	<u>Code</u>	<u>Level</u>	<u>Credit</u>	<u>Page No.</u>
Psychosocial and Spiritual Well-being				
Arrange Social Groups and Provide Activities	106112L2	2	6	5-283
Provide Spiritual Support for Elderlies' Well-being	106113L2	2	2	5-285
Comply with Guidelines to Prevent Elderly Abuse	106114L2	2	3	5-287
Provide Leisure Activities #	106213L2	2	6	5-289
Master Communication Skills with Elderlies #	106214L2	2	3	5-24
Master Communication Skills with the Families of the Elderlies #	106215L2	2	3	5-26
Prevention of Elderly Suicide	106115L3	3	3	5-291
Design Social Care Plan for Elderlies	106116L4	4	6	5-293
Design Care Plans for Psychological/Spiritual Well-being	106117L4	4	6	5-295
Provide Group Counselling	106118L4	4	9	5-299
Assess Elderlies' Emotions and Suicidal ideation	106119L4	4	3	5-301
Assess Suspected Abuse Cases	106120L4	4	6	5-303
Provide Counselling for Elderlies	106121L4	4	9	5-305
Plan Elderly Group Activities #	106219L4	4	9	5-263
Provide Psychological Support to Mentally impaired Patients #	106224L4	4	3	5-70
Provide Staff Training Plan on Psychological, Social and Spiritual Well-being #	106226L4	4	3	5-297
Design Guidelines to Prevent Elderlies from committing Suicide	106122L5	5	3	5-309
Design Guidelines to Prevent Elderly Abuse	106123L5	5	6	5-311
Design Staff Training Plan on Psychosocial, Social and Spiritual Well-being #	106231L5	5	3	5-307
End of Life Care				
Master Communication Skills with Elderlies #	106214L2	2	3	5-24
Master Communication Skills with the Families of the Elderlies #	106215L2	2	3	5-26
Implement and comply with elderlies' Advance Directives	106124L4	4	3	5-313
Provide non-pharmacological pain management #	106221L4	4	6	5-265
Apply Non-pharmaceutical Treatments to Relieve Symptoms other than Pain #	106222L4	4	6	5-66
Provide Palliative Care #	106223L4	4	6	5-68

Unit of competency is applicable across different functional areas

Psychosocial & Spiritual Care

<u>Unit of Competency</u>	<u>Code</u>	<u>Level</u>	<u>Credit</u>	<u>Page No.</u>
Design End-of-life Care Plan	106125L5	5	3	5-315
Assess Effectiveness of End-of-life Care Plan	106126L5	5	3	5-317
Provide Grief Counselling	106127L5	5	9	5-319
Provide Life-Death Education to Elderlies	106128L5	5	3	5-321
Provide Life-Death Education to Elderlies' families	106129L5	5	3	5-323
Teach Families to provide end-of-life Care to Elderlies	106130L5	5	6	5-325
Formulate Palliative Care Plan #	106229L5	5	6	5-84
Caregiver Support				
Master Communication Skills with Elderlies #	106214L2	2	3	5-24
Master Communication Skills with the Families of the Elderlies #	106215L2	2	3	5-26
Teach Carers to take care of elderlies' Physical, Psychological and Social Needs	106131L4	4	6	5-327
Teach carers to take care of elderlies' dietary needs	106132L4	4	6	5-329
Teach carers to provide Basic Care to Elderlies	106133L4	4	6	5-331
Teach carers to provide Rehabilitation Care to Elderlies	106134L4	4	6	5-333
Assist Carers to Cope With Physical Degeneration of Elderlies	106135L4	4	6	5-335
Design the Support Plan for the Caregiver	106136L5	5	6	5-337
Teach Carers to provide Emergency Care to Elderlies	106137L5	5	6	5-339
Provide Counselling for the Carers and elderlies' families	106138L5	5	9	5-341
Teach Carers to provide special care to Elderlies	106139L5	5	6	5-343
Daily Care and Leisure Activities				
Distribute Meals #	106202L1	1	1	5-1
Organize Personal and Daily Care Items #	106203L1	1	2	5-3
Provide Comfortable Environment #	106204L1	1	1	5-345
Encourage elderlies to partake in Meaningful Activities	106140L2	2	2	5-347
Assist Elderlies to maintain Personal Hygiene and day-to-day care #	106205L2	2	9	5-17
Assist Elderlies with impaired physical Mobility #	106207L2	2	4	5-44
Help Elderlies use Assistive Devices	106208L2	2	3	5-46

Unit of competency is applicable across different functional areas

Psychosocial & Spiritual Care

<u>Unit of Competency</u>	<u>Code</u>	<u>Level</u>	<u>Credit</u>	<u>Page No.</u>
Help Elderlies Use Hearing/Visual Aids #	106209L2	2	1	5-48
Assist Elderly with Self-care Difficulties to Eat #	106210L2	2	3	5-21
Escort Elderlies to Follow-up Medical appointments #	106211L2	2	3	5-50
Lift and transfer elderlies correctly #	106212L2	2	6	5-52
Provide Leisure Activities #	106213L2	2	6	5-289
Prepare Meals for Elderlies with Eating Difficulties #	106216L2	2	2	5-54
Provide Care for elderlies' Activities of Daily Living (ADLs)	106141L3	3	9	5-349
Provide Care for elderlies' Instrumental Activities of Daily Living (IADLs)	106142L3	3	9	5-351
Provide Maintenance and Improvement on home environment	106143L4	4	2	5-353
Plan Elderly Group Activities #	106219L4	4	9	5-263

Unit of competency is applicable across different functional areas

Management

<u>Unit of Competency</u>	<u>Code</u>	<u>Level</u>	<u>Credit</u>	<u>Page No.</u>
Operational Management				
Perform Daily Hygiene	106144L1	1	2	5-355
Implement Guidelines on Work Safety	106145L1	1	9	5-357
Provide Comfortable Environment #	106204L1	1	1	5-345
Perform shift handover	106146L2	2	2	5-359
Master Communication Skills with Elderlies #	106214L2	2	3	5-24
Master Communication Skills with the Families of the Elderlies #	106215L2	2	3	5-26
Comply with Ordinances and Codes of Practice #	106217L2	2	3	5-361
Manage Medical Records of Elderlies	106147L3	3	2	5-363
Manage the Personal Data of Elderlies	106148L3	3	2	5-365
Handle Staff Information and Records	106149L3	3	3	5-367
Implement Guidelines on Environmental Safety (Service Units)	106150L3	3	9	5-369
Implement Guidelines on Environmental Safety (in Elderlies' home)	106151L3	3	6	5-371
Assist Elderlies to Adapt to life in Residential Care Homes	106152L3	3	2	5-373
Assist Residents to Deal with Interpersonal Problems	106153L3	3	2	5-375
Plan Duty shift Roster	106154L4	4	3	5-377
Manage Daily Operations	106155L4	4	6	5-379
Manage Human Resources	106156L4	4	6	5-381
Recruit and Select Staff	106157L4	4	3	5-383
Deploy Staff	106158L4	4	3	5-385
Conduct Staff Performance Appraisal	106159L4	4	6	5-387
Handle Staff Complaints	106160L4	4	3	5-389
Supervise Occupational Safety and Health	106161L4	4	6	5-391
Handle Staff Accidents or Injuries	106162L4	4	6	5-393
Prevent General Accidents	106163L4	4	6	5-395
Provide Training to Clinical Care workers #	106220L4	4	6	5-64
Provide Staff Training on Rehabilitation Care #	106225L4	4	6	5-267
Provide Staff Training Plan on Psychological, Social and Spiritual Well-being #	106226L4	4	3	5-297
Apply Ordinances and Codes of Practice	106164L5	5	6	5-397
Manage Operational Budget	106165L5	5	6	5-399

Unit of competency is applicable across different functional areas

Management

<u>Unit of Competency</u>	<u>Code</u>	<u>Level</u>	<u>Credit</u>	<u>Page No.</u>
Compose Financial Reports	106166L5	5	6	5-401
Formulate Guidelines on Daily Operations Management	106167L5	5	6	5-403
Formulate Strategic Plan on Operation of the institution	106168L5	5	6	5-405
Formulate guidelines for frontline staff to implement Infection Control and monitor such implementation	106169L5	5	9	5-407
Formulate Guidelines on Data Management	106170L5	5	6	5-409
Design Information Technology Management System	106171L5	5	6	5-411
Formulate a plan to introduce Assistive Technologies	106172L5	5	3	5-413
Formulate Human Resources Management Policy	106173L5	5	6	5-415
Formulate Team Management Policy	106174L5	5	6	5-417
Formulate Staff Performance Appraisal Policy	106175L5	5	6	5-419
Design Staff Training and Development Plan	106176L5	5	6	5-421
Implement Financial Management Policy	106177L5	5	6	5-423
Compose Resource planning Proposal	106178L5	5	3	5-425
Manage Financial Information (of the Institution and Elderlies)	106179L5	5	3	5-427
Formulate Guidelines on Environmental Safety	106180L5	5	9	5-429
Formulate Guidelines in Occupational Safety and Health	106181L5	5	6	5-431
Formulate Guidelines to Handle Staff Accidents or Injuries	106182L5	5	6	5-433
Formulate Risk Management Solutions	106183L5	5	9	5-435
Manage Risks	106184L5	5	9	5-437
Build Communication Channels between the Staff, Elderlies and their Families	106185L5	5	2	5-439
Manage Cases of Sudden Death #	106227L5	5	6	5-221
Formulate Staff Training on Clinical Care #	106228L5	5	6	5-82
Formulate Staff Training on Rehabilitation Care #	106230L5	5	6	5-281
Design Staff Training Plan on Psychosocial, Social and Spiritual Well-being #	106231L5	5	3	5-307
Quality Management				
Implement Service Quality Standards (SQS) Policy	106186L3	3	3	5-441

Unit of competency is applicable across different functional areas

Management

<u>Unit of Competency</u>	<u>Code</u>	<u>Level</u>	<u>Credit</u>	<u>Page No.</u>
Provide Quality Client Service	106187L3	3	6	5-443
Handle Complaints from Service Users	106188L4	4	3	5-445
Manage service Quality	106189L5	5	3	5-447
Evaluate and Improve Service Quality	106190L5	5	3	5-449
Formulate Policy on Service Quality Standards (SQSs)	106191L5	5	3	5-451
Monitor the Implementation of Service Quality Standards (SQSs)	106192L5	5	3	5-453
Formulate Guidelines to Handle Complaints from Service Users	106193L5	5	6	5-455
Formulate Policies on Client Service Management	106194L5	5	6	5-457
Master External Communication Skills	106195L5	5	3	5-459
Formulate Policies on Quality Management	106196L6	6	3	5-461

Case Management

Master Communication Skills with Elderlies #	106214L2	2	3	5-24
Master Communication Skills with the Families of the Elderlies #	106215L2	2	3	5-26
Comply with Ordinances and Codes of Practice #	106217L2	2	3	5-361
Follow up Elderly care after hospital discharge #	106218L3	3	3	5-60
Refer elderlies to Appropriate Services	106197L4	4	2	5-463
Implement Case Management	106198L4	4	2	5-465
Evaluate the Effectiveness of Case Management	106199L4	4	2	5-467
Implement Comprehensive Case Management Plans	106200L5	5	2	5-469
Analysis on the Needs of the Elderlies and their Caregivers	106201L5	5	2	5-471

Unit of competency is applicable across different functional areas

Specification of Competency Standards
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Unit of Competency

Unit of Competency is applicable across different functional areas

Title	Distribute Meals
Code	106202L1
Range	This Unit of Competency is applicable to employees working in the elderly care service industry whose daily or routine duties include serving meals to elderlies. Employees are required to distribute meals to them safely and meticulously according to the relevant requirements and nursing guidelines of the institution.
Level	1
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge on elderly diet and food hygiene</p> <p>Be able to:</p> <ul style="list-style-type: none"> • Understand the guidelines and procedures of the institution in terms of meal distribution • Understand the dietary needs of the elderly • Understand knowledge related to food hygiene, such as: <ul style="list-style-type: none"> ○ Know the temperatures for storing food and shelf life of food at such temperatures ○ Store and handle raw and cooked food separately ○ Avoid coughing and sneezing over food • Understand basic knowledge in distributing and serving meals, such as: <ul style="list-style-type: none"> ○ Ensure cleanliness of the environment ○ Keep utensils clean ○ Pay attention to personal hygiene; wear gloves, masks and hats when distributing meals ○ Use assistive tools when appropriate to ensure occupational safety such as oven mitts, tongs and scissors ○ Use kitchen tools and equipment properly, such as water kettle, meal trolley and blender <p>2. Meal Distribution</p> <ul style="list-style-type: none"> • According to elderlies' dietary needs, distribute meals in appropriate portion sizes, such as: <ul style="list-style-type: none"> ○ Distribute the required portion sizes according to doctor's or dietitian's instructions ○ Distribute special meals to elderlies with chronic diseases such as chronic kidney disease, chronic liver disease, diabetes, and gout ○ Pay attention to what food items patients with certain chronic diseases should eat and avoid • According to the requirements and prescribed procedures of the institution, deliver meals to elderlies, such as: <ul style="list-style-type: none"> ○ Distribute meal at designated time ○ Ensure the food is at the right temperature for safe consumption ○ Ensure the level of hygiene is up to standards ○ Distribute meals according to the pre-set order of priority ○ Adjust portion sizes appropriately • In case of unexpected situations when distributing meals, for instance, an elderly complaining about the portion size or the taste of a meal, employees should respond politely and report to his supervisor for follow-up action and possible improvements

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Unit of Competency is applicable across different functional areas

	<p>3. Exhibit professionalism</p> <p>Be able to:</p> <ul style="list-style-type: none">• Co-operate with colleagues to distribute dinnerware efficiently• Distribute meals to elderlies meticulously according to the nursing guidelines• Provide friendly service and display good manner when distributing meals to elderlies
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to follow guidelines and procedures of the institution to distribute meals meticulously and safely; and• Ability to distribute meals efficiently with friendly service and good manner.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Organize Personal and Daily Care Items
Code	106203L1
Range	This Unit of Competency is applicable to employees in the elderly care service industry whose daily and routine duties include providing basic personal care to elderlies. Employees should be able to organize elderlies' personal and daily care items according to the procedures and guidelines of the institution in order to keep them neat and tidy.
Level	1
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to organizing elderlies' personal and daily care items</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the scope and level of service provided by the institution with respect to organizing elderlies' personal and daily care items such as clothing, daily necessities, decorations, walking aids and diapers • Understand the guidelines, procedures and quality standards laid down by the institution when it comes to handling elderlies' personal and daily care items • Understand the preferences of each elderly in terms of organizing their personal items, such as his/her favourite order and positions of placing various items • Understand different ways to organize personal items according to special needs of different elderlies such as: <ul style="list-style-type: none"> ○ Those with dementia ○ Post-stroke survivors ○ Those with disabilities • Understand the guidelines and workflow laid down by the institution with respect to handling elderlies' private properties and important items <p>2. Organizing elderlies' personal and daily care items</p> <p>Be able to</p> <ul style="list-style-type: none"> • Organize elderlies' personal and daily care items according to the procedures and guidelines of the institution including: <ul style="list-style-type: none"> ○ Reviewing the space where elderlies keep their personal belongings ○ Categorizing the items ○ Returning stray items to the owners ○ Checking the presence and the number of each item from time to time ○ Discarding items when necessary, for example, items that have passed their expiry date or broken items • Notify and seek consent from elderlies prior to organizing their personal items and do it in their presence • Seek prior consent from elderlies prior to discarding any expired, rotten or broken items • In case elderlies refuse to cooperate, explain patiently, inform their family and seek help from them • When accepting an elderly's personal and daily care items for storage, check the presence and the number of each item carefully in front of the elderly and his family and sign a receipt. Label the items with the elderly's name for identification purpose • When organizing the personal and daily care items, make adjustments according to the special condition of each elderly, such as: <ul style="list-style-type: none"> ○ Placing frequently used items at a reachable spot for post-stroke elderlies

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Unit of Competency is applicable across different functional areas

	<ul style="list-style-type: none"> ○ For those with dementia, organizing their items in a manner that is easy to navigate, and labelling the spots where items are stored with words or pictures for their easy retrieval • Notify supervisors when the stock level of certain personal items (such as diapers) is going low so that they can be replenished • When handling valuable or important personal items, remind the elderly to keep them properly and securely, or handle them according to the guidelines of the institution <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure the personal and daily care items of the elderlies are well-organized and easy to access • Organize the items and personal belongings of the elderlies while adhering strictly to professional ethics
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to organize elderlies' personal and daily care items neatly and efficiently, according to the guidelines and procedures of the institution, and elderlies' preferences and special needs.
Remark	

Specification of Competency Standards
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Unit of Competency

Functional Area - Clinical Care

Title	Measure Vital Signs
Code	105995L2
Range	This Unit of Competency is applicable to employees in the Elderly Care Industry who are engaged in clinical care. Employees should perform this Competency with medical devices under supervision and acquire the proper skills to measure the vital signs of elderlies accurately and evaluate their health conditions.
Level	2
Credit	7 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge relevant to vital signs measurement</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition and content of vital signs including: <ul style="list-style-type: none"> ○ Breathing rate ○ heart rate ○ Blood pressure ○ Body temperature ○ Blood oxygen level ○ Level of pain on pain scale • Understand the proper way to measure vital signs accurately such as: <ul style="list-style-type: none"> ○ Breathing rate: by observation ○ Heart rate: by feeling the radial pulse or carotid pulse, or by listening to the apical pulse with a stethoscope ○ Blood pressure: by using electronic blood pressure machine (arm and wrist), or mercury column sphygmomanometer ○ Body temperature: by taking tympanic membrane, oral, forehead, or axillary measurement. • Understand the infection prevention measures to be taken when measuring vital signs, such as: <ul style="list-style-type: none"> ○ Use protective suits, gloves, masks ○ Wash hands properly ○ Take disinfection measures • Understand the medical devices and how to use them to measure vital signs <p>2. Measuring vital signs</p> <p>Be able to</p> <ul style="list-style-type: none"> • Measure vital signs for the elderlies at regular intervals depending on their individual needs • Follow infection prevention measures adopted by the institution as needed before the measurement, such as: <ul style="list-style-type: none"> ○ Wear personal protective equipment including protective suits, masks and gloves, when handling highly infectious cases ○ Wash hands thoroughly before and after contact with elderlies • Ensure the medical devices are operating properly • Verify the identity of elderlies before the measurement; explain the procedures of measurements and how they can facilitate proper measurements, so that they are more likely to cooperate and comply • Before measurement, refer to each elderly's previous vital sign figures as benchmark and check if the readings are beyond the normal range for each elderly

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Functional Area - Clinical Care

	<ul style="list-style-type: none">• Let the elderly take a comfortable position before measurement, such as sitting on a chair with armrest and backrest, or lying supine• Dispose single-use items, such as thermometer probe covers and gloves, in specified waste bin after use• Protect elderlies' privacy and prevent unnecessary exposure of body parts• Record the results on the vital signs chart accurately and report to supervisors for any abnormality <p>3. Exhibit professionalism</p> <ul style="list-style-type: none">• During measurement of vital signs, ensure the accuracy of the measurement, respect and protect elderlies' privacy
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to perform timely vital signs measurements for elderlies under supervision and document the readings accurately; and• Adherence to infection prevention measures; ability to measure vital signs for elderlies while respecting them and protecting their privacy.
Remark	

Specification of Competency Standards
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Unit of Competency

Functional Area - Clinical Care

Title	Enhance the Quality of Sleep among Elderlies
Code	105996L2
Range	This Unit of Competency is applicable to employees in the Elderly Care Industry who are engaged in clinical care on a daily and routine basis. Based on the assessment and advices from healthcare professionals, employees are required to provide an environment that facilitates good quality of sleep and assist elderlies to establish a regular sleep cycle for better sleep quality.
Level	2
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on sleep quality</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition and content of sleep quality • Understand the characteristics of sleep among the elderly, such as: <ul style="list-style-type: none"> ○ Shortened sleep time ○ Easy awakenings ○ Shallow sleep phase gets longer and deep sleep phase shorter • Understand the factors that affect sleep quality • Understand the methods to enhance sleep quality for the elderly • Understand the methods to provide a comfortable sleeping environment <p>2. Enhance sleep quality</p> <ul style="list-style-type: none"> • Consult healthcare professionals on the reasons behind the sleeping problem of individual elderlies; follow their advices to enhance sleep quality, such as: <ul style="list-style-type: none"> ○ Assist elderlies to establish a regular sleep cycle ○ Help elderlies quit lifestyle habits that interfere with sleep quality, for example, smoking cigarettes, drinking alcohol, consuming energy drinks or beverages with caffeine before sleep ○ Remind elderlies not to perform any activities other than sleeping on their beds right before bedtime, such as reading newspapers, using computers, or knitting ○ Assist elderlies to acquire habits that help them fall asleep before going to bed, for example, drinking milk, bathing, and listening to soft music ○ Arrange appropriate and regular exercises for the elderlies during the day ○ Assist elderlies to perform exercises that relax the muscles before going to bed • Provide a comfortable sleeping environment • Follow up on the effectiveness of relevant measures and report to healthcare professionals on the progress <p>3. Exhibit professionalism</p> <ul style="list-style-type: none"> • Follow instructions given by healthcare professionals and according to the specific conditions of individual elderlies, consistently take relevant measures to enhance their sleep quality
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to follow instructions according to the advices and measures suggested by healthcare professionals, to enhance sleep quality of elderlies and to provide them with a comfortable sleeping environment; and

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Functional Area - Clinical Care

	<ul style="list-style-type: none">• Ability to follow up with elderlies' level of compliance regarding the relevant measures and report the progress to healthcare professionals
Remark	

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Functional Area - Clinical Care

Title	Use Assistive Living Devices
Code	105997L2
Range	This Unit of Competency is applicable to employees working as clinical caregivers and those engaged in rehabilitation duties in the elderly care service industry. The Competency applies to a familiar daily working environment where the employees are required to provide guidelines to elderlies on the proper use of assistive living devices according to the advices and instructions given by healthcare professionals. This Unit aims to enhance the quality of life among elderlies by boosting their confidence, and improving their self-care ability and mobility.
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge of assistive living devices</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the common assistive living devices and how they cater to the basic needs of daily life, such as grooming, eating, day-to-day care and moving around • Understand the functions of assistive living devices, and how to properly and safely use them • Understand the basic ways to store and maintain assistive living devices • Understand the advices and instructions from healthcare professionals on how elderlies should use the assistive living devices <p>2. Assisting elderlies to use assistive living devices</p> <p>Be able to</p> <ul style="list-style-type: none"> • Teach elderlies to use assistive living devices properly in accordance with the advices and instructions from healthcare professionals • Demonstrate the proper use of assistive living devices to elderlies • Ask elderlies on how well they use assistive living devices and observe them using the devices to ensure they understand how to use them properly • For devices that come in different sizes or those that need size adjustment such as walkers, wheelchairs or transfer boards, follow the advices from healthcare professionals to adjust or select the appropriate size to ensure safety of the elderlies • Teach elderlies the basics on how to store and maintain assistive living devices such as: <ul style="list-style-type: none"> ○ How to store devices properly: those made of soft plastics should be stored in a cool place away from direct sunlight ○ How to replace the battery ○ How to clean them • Regularly check assistive living devices for elderlies and inform healthcare professionals of any damage as soon as possible so that follow-up actions can be taken <p>3. Exhibit professionalism</p> <ul style="list-style-type: none"> • Strictly follow the advices and instructions from healthcare professionals regarding how the elderlies should use the assistive living devices • When helping elderlies use the assistive living devices, ensure their safety • Help elderlies improve mobility and self-care ability in order to maintain their dignity
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is:

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Functional Area - Clinical Care

	<ul style="list-style-type: none">• Ability to guide elderlies to use assistive living devices according to the advices and instructions from healthcare professionals, to ensure they use the devices properly and safely in order to improve their self-care ability and enhance their quality of life.
Remark	

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Functional Area - Clinical Care

Title	Perform Standardized Infection Control Measures
Code	105998L2
Range	This Unit of Competency is applicable to employees working in the elderly care service industry. This Competency applies to a familiar daily working environment where employees are required to perform appropriate infection control measures to prevent spreading of diseases in accordance with the standard infection control policies, procedures and guidelines of the institution.
Level	2
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on standard infection control measures</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the policies, procedures and guidelines on standard infection control measures of the institution • Understand all potentially infectious contaminants including blood, body fluids, urine, faeces, excretions, saliva, sputum, vomit, wound and mucous secretions, etc. • Understand the content and procedures of infection control measures such as: <ul style="list-style-type: none"> ○ Concept of infectious diseases ○ Awareness and maintenance of personal hygiene ○ Proper use of face mask ○ Proper hand washing techniques ○ Proper use of personal protective equipment ○ Proper way of donning and doffing personal protective equipment ○ Disinfection procedures ○ Proper handling of sharp items and needles ○ Disposal of medical wastes and contaminated items <p>2. Perform standard infection control measures</p> <p>Be able to</p> <ul style="list-style-type: none"> • Follow standard infection control procedures and guidelines of the institution in daily scope of work • Maintain personal hygiene • Ensure personal safety according to the health conditions and infectious risk of elderlies by preparing and wearing personal protective equipment including masks, gloves, goggles/face masks, and protective suits when necessary • Proper handling of different contaminants such as: <ul style="list-style-type: none"> ○ Clean and sterilize bedding, clothing and devices used by the elderlies ○ Use a sharps box to collect contaminated /used sharp objects ○ Properly dispose of dressing or medical wastes contaminated by blood or body fluid <p>3. Exhibit professionalism</p> <p>Be able to Strictly follow the standard infection control measures adopted by the institution</p>
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is:

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Functional Area - Clinical Care

	<ul style="list-style-type: none">Ability to follow the policies, procedures and guidelines of standard infection control measures laid down by the institution, to strictly perform standardized infection control measures, maintain personal hygiene, properly dispose of contaminants, and prevent the spreading of infectious diseases.
Remark	

Specification of Competency Standards
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Functional Area - Clinical Care

Title	Provide Oral Care
Code	105999L2
Range	This Unit of Competency is applicable to employees working in the elderly care service industry who are responsible for providing care services to elderlies. Employees are required to perform this Competency under supervision, so as to provide oral care to elderlies, maintain their oral cleanliness and prevent oral health problems, according to the relevant care procedures and guidelines of the institution and based on elderlies' oral conditions.
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Provide relevant knowledge on oral care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the procedures and guidelines of the institution on oral care • Understand the oral condition of individual elderlies • Understand the various measures that promote oral health among the elderly under different circumstances, such as: <ul style="list-style-type: none"> ○ Oral care measures for elderlies who are able to take care of themselves ○ Oral care measures for bedridden or comatose elderlies ○ Oral care measures for elderlies who wear dentures • Understand the common oral diseases among the elderly and relevant treatments, such as: <ul style="list-style-type: none"> ○ Dental caries ○ Periodontitis ○ Ill-fitted dentures ○ Oral inflammation • Understand healthcare professionals' assessment and advices with respect to elderlies' oral condition <p>2. Provide oral care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide oral care to elderlies and prevent oral diseases on day-to-day basis according to the procedures and guidelines of the institution on oral health, such as: <ul style="list-style-type: none"> ○ Assist elderlies to remove food debris in their mouth ○ Assist elderlies to brush their teeth with fluoride toothpaste once in the morning and once at night ○ Provide a toothbrush with suitable soft bristles ○ Assist elderlies to clean gaps between teeth with an interdental brush ○ Assist elderlies to rinse their mouth with mouthwash according to advices from healthcare professionals • Provide appropriate oral care to elderlies with removable dentures and help them clean their dentures, such as: <ul style="list-style-type: none"> ○ Assist elderlies to remove dentures ○ Clean their dentures with a few drops of detergent and a soft-bristle toothbrush ○ Rinse their dentures thoroughly ○ Soak the cleaned dentures into a cup of water or denture solution • Provide appropriate oral care measures for comatose or bedridden elderlies, such as: <ul style="list-style-type: none"> ○ Help the elderlies lie in lateral position, or keep them in semi-Fowler's position and put a bib under their chin

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Functional Area - Clinical Care

	<ul style="list-style-type: none"> ○ Use a tongue press to help elderlies open their mouth ○ Use cotton swabs or a wood stick wrapped in gauze dressing to clean the elderlies' teeth, gum and tongue without choking them, while preventing injury of their gum or oral mucus membrane ○ Put balm on the elderlies' lips when necessary • Document the oral care measures taken for elderlies • Observe elderlies' oral and teeth conditions; check whether the dentures fit well and take note of any damage. Report immediately to healthcare professionals if problems arise. <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform oral care on elderlies patiently and carefully • Check elderlies' oral condition carefully and spot any problem as soon as possible
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to provide oral care to elderlies on day-to-day basis and maintain their oral hygiene in accordance with the relevant care procedures and guidelines of the institution; and • Ability to provide appropriate oral care to individual elderlies according to the oral assessment and advices from healthcare professionals.
Remark	

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Functional Area - Clinical Care

Title	Recognize Normal Ageing
Code	106000L2
Range	This Unit of Competency is applicable to employees providing care services in the elderly care service industry. Employees are required to assess the health conditions of elderlies and identify whether those are part of the normal ageing process or not. They also need to identify any potential diseases and their possible consequences on elderlies in order to ensure their good health.
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on normal ageing</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition of ageing and the various changes an ageing person experiences such as: <ul style="list-style-type: none"> ○ Physiological changes ○ Cognitive changes ○ Psychosocial changes • Understand how normal ageing changes the daily life among the elderly such as: <ul style="list-style-type: none"> ○ Loss of teeth affecting chewing and digestion ○ Decline of muscle strength and balance negatively affecting mobility and sense of balance • Understand common diseases among the elderly and their respective symptoms such as: <ul style="list-style-type: none"> ○ Diabetes ○ High blood pressure ○ Arthritis ○ Emotional disorders such as depression and anxiety <p>2. Recognize normal ageing</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the deterioration of health conditions and functional declines of elderlies by different assessments such as: <ul style="list-style-type: none"> ○ Daily observation ○ Asking the elderlies directly ○ Communication with caregivers • Judging from elderlies' condition, preliminarily find out whether elderlies are experiencing normal ageing or not • Report to healthcare professionals for any abnormality in elderlies' health condition <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Communicate with and listen to elderlies carefully and patiently, and care for their health condition
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is:

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Functional Area - Clinical Care

	<ul style="list-style-type: none">• Ability to assess the condition of elderlies and identify whether they are experiencing normal ageing or not, by means of daily observation and thorough understanding of the ageing process; ability to make relevant referrals when appropriate.
Remark	

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Unit of Competency

Functional Area - Clinical Care

Title	Ensure Basic Medical Equipment Functions properly
Code	106001L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry whose duties include using medical equipment. The Competency involves day-to-day and routine tasks. Employees are required to check and ensure basic medical equipment operates properly from time to time in accordance with the procedures and guidelines of the institution .
Level	2
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on basic medical equipment</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the checking procedures and guidelines on basic medical equipment • Understand the scope, functions and operating steps of basic medical equipment • Understand the operation of basic medical equipment, such as: <ul style="list-style-type: none"> ○ Switch on / switch off ○ Install and set up ○ Safety precautions ○ Emergency measures and procedures • Understand how to maintain basic medical equipment • Understand the basic repair and maintenance skills of basic medical equipment including checking, cleaning, testing, and changing battery <p>2. Ensure basic medical equipment functions properly</p> <p>Be able to</p> <ul style="list-style-type: none"> • Regularly examine the basic medical equipment in accordance with the procedures and guidelines of the institution, such as: <ul style="list-style-type: none"> ○ Check whether the main device and all accessories are in place ○ Test whether the basic medical equipment functions properly ○ Clean the basic medical equipment and accessories ○ Change battery etc. • Document the date and results of the examination clearly • Report to supervisor and arrange for follow-up and repair if damage of basic medical equipment is found <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure the basic medical equipment works according to the standards
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to check basic medical equipment from time to time and report damage if needed, in accordance with the procedures and guidelines of the institution in order to ensure elderlies' safety and normal functioning of basic medical equipment.
Remark	Please refer to the Code of Practice for Residential Care Homes (Elderly Persons) 7.8 for details of basic medical equipment, excluding medical equipment that should be handled by registered or enrolled nurses only.

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Unit of Competency is applicable across different functional areas

Title	Assist Elderlies to maintain Personal Hygiene and day-to-day care
Code	106205L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry responsible for providing basic personal care to elderlies. This Competency applies to a daily and routine working environment where the employees are required to assist elderlies to maintain personal hygiene and day-to-day care according to the procedures and guidelines of the institution. The employees should be able to fulfil elderlies' basic needs in daily life and improve their quality of life.
Level	2
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on elderlies' personal hygiene and day-to-day care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the procedures and guidelines of the institution regarding personal hygiene and day-to-day care of elderlies • Understand the responsibility and role of staff in providing personal care to elderlies in service centre • Understand the basic knowledge of personal hygiene and day-to-day care for elderlies, such as: <ul style="list-style-type: none"> ○ Cleaning the body ○ Putting on or taking off clothes ○ Keeping their appearance tidy ○ Skin care ○ Toilet use, incontinence care ○ Skills to help elderlies eat and to feed them ○ Skills to escort elderlies to destinations • Understand specific bodily condition and needs among the elderly, such as: <ul style="list-style-type: none"> ○ Those with dementia ○ Those with terminal illness. • Understand the methods and skills to help elderlies maintain personal hygiene and day-to-day care, such as: <ul style="list-style-type: none"> ○ Adjustment on the relevant measures according to different working environments such as in a residential care home as opposed to elderlies' own home ○ Skill to assist elderlies in different cases including those bedridden, those with frailty, or dementia ○ Proper use of common devices and assistive tools ○ Participation and role of elderlies' caregivers ○ Other points to note, such as giving simple and clear instructions to elderlies, and cleaning their skin gently because their skin is weak and prone to scratches and cuts. • Understand relevant knowledge on potential occupational hazards, for example precautions to take when performing strenuous physical work, and infection prevention • Understand what healthcare professionals require in personal care plans for elderlies in terms of content • Understand to what extent caregivers can participate and help maintain elderlies' personal hygiene and day-to-day care. • Understand the institution's personal privacy policy

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	<p>2. Assist elderlies to maintain personal hygiene and day-to-day care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Master what kinds of help elderlies require and their needs for basic care, such as: <ul style="list-style-type: none"> ○ Help with mobility ○ Needs to care for skin conditions, for example, open wounds or rash ○ Personal preference on help required • Before conducting any procedure, consider the risk and ensure the safety of elderlies, such as: <ul style="list-style-type: none"> ○ Ensure proper assistance is provided and seek further help from others when necessary ○ Consider the possible risk in performing the procedures and take sufficient safety measures • According to the institution's procedures and guidelines, and the content of personal care plan as laid down by healthcare professionals, assist elderlies and work along with them to maintain their personal hygiene and day-to-day care, such as: <ul style="list-style-type: none"> ○ Prepare appropriate clothing and wear personal protective equipment when necessary ○ Prepare devices and tools if required ○ Remove obstacles along the way for elderlies; provide a suitable and safe environment for them ○ Communicate with elderlies and their caregivers; explain the steps that follow before conducting them so that they are more likely to cooperate and comply ○ Ensure the process is safe and follow the instructions and steps as prescribed by the therapist ○ Use appropriate ways to move elderlies from one place to another ○ Properly use devices and assistive tools, such as handrail and shower chair ○ If skin rashes appear, apply ointment on affected area and help elderlies put cotton clothing according to the instructions from healthcare professionals. • Document relevant information after conducting procedures, such as: <ul style="list-style-type: none"> ○ Date and time ○ Condition of the elderlies before and after procedures ○ Unexpected issues encountered or accidents <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure the safety, dignity and personal privacy of elderlies when maintaining their personal hygiene and day-to-day care • Be aware of elderlies' day-to-day needs, keep their appearance tidy to uphold their dignity
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to assist elderlies to maintain personal hygiene and day-to-day care in accordance with the procedures and guidelines of the institution and the personal care plan formulated by healthcare professionals.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Provide Foot Care
Code	106206L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care services to elderlies. The Competency should be performed under supervision, according to elderlies' foot conditions and the care procedures and guidelines of the institution, in order to provide foot care to elderlies, improve and prevent foot problems.
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on foot care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the foot care procedures and guidelines of the institution • Understand the foot conditions of individual elderlies • Understand the common foot problems among the elderly and ways to handle them, such as: <ul style="list-style-type: none"> ○ Skin abrasion ○ Fungal infection (Onychomycosis) ○ Tinea pedis ○ Ingrown toenails ○ Corns and calluses ○ Sweaty feet • Understand the prevention of foot problems, such as: <ul style="list-style-type: none"> ○ Choose proper footwear ○ Wear pure cotton socks and change them every day ○ Keep feet clean and dry ○ Avoid skin from drying out • Understand the assessment and advices by healthcare professionals regarding elderlies' foot conditions <p>2. Provide foot care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide foot care to elderlies in day-to-day care according to the foot care procedures and guidelines of the institution, such as: <ul style="list-style-type: none"> ○ Clean both feet with warm water every day ○ Dry both feet thoroughly especially the spaces between the toes ○ Cut toenails for elderlies regularly ○ Apply body lotion onto feet after cleaning them to prevent skin from drying out ○ Help elderlies put on socks before wearing shoes, and change the socks every day ○ Prepare two pairs of shoes for elderlies to wear alternately ○ Advise elderlies against wearing sandals or slippers when going out ○ Check if elderlies' shoe sizes are of the right fit; suggest size change if needed • Provide appropriate foot care to elderlies according to their foot conditions, and the assessment and advices by healthcare professionals, such as: <ul style="list-style-type: none"> ○ Those having tinea pedis or fungal infection in the toenails should have ointment applied to affected areas; cutting infected nails should be avoided and the case should be referred to a podiatrist

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	<ul style="list-style-type: none"> ○ Those having sweaty feet may wrap each toe in gauze dressing to separate the toes ○ Those having corns and calluses should not remove the hard skin by themselves • Report to healthcare professionals immediately when foot problems are observed in order to prevent the cases from worsening • Document foot care measures provided to elderlies <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide foot care to elderlies with patience • Examine foot conditions of elderlies carefully to identify their foot problems
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to perform foot care to elderlies in day-to-day care according to the relevant procedures and guidelines of the institution, so as to ease and prevent foot problems; and • Ability to provide appropriate foot care to elderlies in accordance with their foot conditions, and assessment and advices from healthcare professionals.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Assist Elderly with Self-care Difficulties to Eat
Code	106210L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care services to elderlies. This Competency must be performed under supervision. Employees are required to assist elderlies to consume food according to the procedures of the institution, ensuring adequate nutrient intake and avoid malnutrition among elderlies .
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on elderly's food consumption</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the procedures of institution in assisting elderlies to eat • Understand the common issues that affect eating among elderlies, such as: <ul style="list-style-type: none"> ○ Limited mobility ○ Refusal to eat. • Understand the skills to help elderlies eat • Understand the common dining aids for the elderly, such as: <ul style="list-style-type: none"> ○ Forks and spoons with enlarged handles ○ Forks and spoons with angled handles ○ Anti-slippery mat etc. • Understand special meals and liquidized food common among elderlies, such as: <ul style="list-style-type: none"> ○ Mushy rice ○ Finely diced vegetables ○ Congee with meat <p>2. Assist elderlies to eat</p> <p>Be able to</p> <ul style="list-style-type: none"> • Properly conduct preparation steps according to the institution's procedures regarding assisting elderlies to eat such as: <ul style="list-style-type: none"> ○ Wash hands ○ Prepare clean utensils and appropriate assistive devices ○ Assist elderlies to stay in sitting position ○ Put bibs under elderlies' chin ○ Heat the food • Explain the dining procedures to elderlies before meals to achieve understanding and seek their cooperation • Clean the oral cavity for elderlies if required in order to whet their appetite, and put on dentures for them if necessary • Use proper skills to assist elderlies to dine; adopt safety procedures to avoid choking according to eating problems of individual elderlies, such as: <ul style="list-style-type: none"> ○ Face-to-face feeding and observe elderlies' conditions ○ Limit each bite to one teaspoonful ○ Ensure elderlies have swallowed the food before feeding another teaspoonful again ○ Allow elderlies to take breaks and rest throughout the feeding process ○ Encourage elderlies to feed themselves and guide them with verbal instructions ○ Allow adequate time for swallowing • Keep the elderlies in proper position when dining and keep their head in upright position

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	<ul style="list-style-type: none"> • After the meal, assist elderlies to clean their mouth; let them resume a comfortable position; ensure elderlies' safety before leaving • Provide elderlies with appropriate drinks and food from time to time • Document the conditions of the elderlies including: <ul style="list-style-type: none"> ○ Dining time ○ Portion size and appetite ○ Reaction during the meal <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Encourage elderlies to feed themselves; avoid overfeeding and strictly adhere to safety protocols • Take note of individual elderlies' personal dietary habits and preferences; provide guidance and support • Promote elderlies' self-care ability, adaptability as well as confidence
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assist elderlies to eat and properly perform preparation work in accordance with the procedures of the institution; and • Proper skills to assist elderlies to dine and adhere to safety procedures according to the eating problems of individual elderlies
Remark	Refer to Appendix 13.1 and 13.2 for the Code of Practice for Residential Care Homes (Elderly Persons) from the Social Welfare Department.

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Unit of Competency is applicable across different functional areas

Title	Master Communication Skills with Elderlies
Code	106214L2
Range	This Unit of Competency is applicable to employees in the elderly service care industry. Employees are required to apply the principles of communication to communicate effectively with elderlies in day-to-day working environment, apply specific skills to solve communication problems, respond to their needs, and establish a trustful relationship.
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Communication skills with the elderly and relevant knowledge</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the process and different ways of communication • Understand common communication difficulties among elderlies, such as: <ul style="list-style-type: none"> ○ Hearing loss ○ Cognitive impairment ○ Slurred speech after stroke. • Understand the objective and subjective factors affecting communication, such as: <ul style="list-style-type: none"> ○ Noisy environment ○ Distracting environment that makes it difficult for elderlies to concentrate ○ Lack of suitable hearing aids ○ Personal bias ○ Poor timing ○ Attitudes of both parties • Understand the principles of communication with the elderly and the correct attitudes <p>2. Master the skills to communicate with elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Apply the principle of communication correctly and display good attitude to elderlies in daily scope of work, such as: <ul style="list-style-type: none"> ○ Use eye contact ○ Use direct and simple phrases ○ Use appropriate tone and volume, avoid yelling at elderlies ○ Listen carefully, avoid speaking too slowly or too quickly ○ Do not rush elderlies to speak, do not lose your patience • Avoid responses that may offend elderlies, such as: <ul style="list-style-type: none"> ○ Ordering tone ○ Preachy tone ○ Sarcasm and irony. • Communicate with elderlies in a quiet environment to help them concentrate • Select an appropriate timing for communication, so that elderlies may listen more patiently • If an elderly refuses to cooperate or he/she holds a different opinion, be patient, control your emotions and report to the supervisors if necessary • Use suitable assistive devices or communication channels if necessary, to make communication with elderlies more effective, such as: <ul style="list-style-type: none"> ○ Hearing aids ○ Pictures ○ Body language.

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	<ul style="list-style-type: none">• Use specific communication skills according to individual's communication difficulties, such as:<ul style="list-style-type: none">○ Listen patiently and encourage elderlies to express themselves, especially those with slurred speech after stroke○ Use simple phrases to communicate with elderlies having cognitive impairment○ Use written words or pictures instead of speech if necessary• Pay attention to the response from elderlies; make sure they receive and understand the messages correctly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Avoid prejudice against and misunderstanding of elderlies during communication• Build a trustful relationship and respect elderlies by caring about their feelings
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to use appropriate skills to communicate with elderlies effectively; and• Ability to display good attitude when communicating with the elderlies to earn their trust.
Remark	

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Title	Master Communication Skills with the Families of the Elderlies
Code	106215L2
Range	This Unit of Competency is applicable to employees in the elderly service care industry. This Competency is applied to a familiar, day-to-day working environment. Employees are required to apply skills to communicate with elderlies' families, display a good attitude, ensure effective communication, and respond to the needs of their families, so as to establish a trustful relationship.
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Communication skills with elderlies' families and relevant knowledge</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the communication process and different channels of communication • Understand the objective and subjective factors affecting communication, such as: <ul style="list-style-type: none"> ○ Noisy environment ○ Distracting environment that makes it difficult for the audience to concentrate ○ Personal bias ○ Poor timing ○ Attitudes of both parties etc. • Understand the proper methods and attitudes when communicating with elderlies' families • Understand the skills to handle complaints <p>2. Understand the skills to communicate with elderlies' families</p> <p>Be able to</p> <ul style="list-style-type: none"> • Use appropriate communication skills and display a pleasant attitude towards elderlies' families such as: <ul style="list-style-type: none"> ○ Listen patiently to families' needs and demands ○ Bear in mind that employees are here to provide services ○ Show empathy ○ Understand that families' intense emotion stems from their care for the elderlies ○ Use appropriate wordings and language • Choose an appropriate time and environment to communicate with the elderlies' families so that they are more likely to listen patiently. Allow adequate time for them to express their needs. Make sure messages are delivered effectively • Display proper attitude when elderlies' families express any discontent. Handle their emotions first and report to supervisors if necessary <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Avoid bias against the elderlies' families during communication • Show care for the concerns expressed by elderlies' families. Build a trustful relationship and show respect.
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to use appropriate skills for effective communication with elderlies' families; and

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	<ul style="list-style-type: none">• Ability to display good attitude when communicating with elderlies' families; to establish a trustful relationship together.
Remark	

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Functional Area - Clinical Care

Title	Use Basic Medical Equipment
Code	106002L3
Range	This Unit of Competency is applicable employees in the elderly care service industry who provide care to elderlies. This Competency requires employees to follow the guidelines of the institution regarding the use of basic medical equipment and follow user manuals of said equipment. Employees should be able to perform relevant care procedures by using the equipment properly.
Level	3
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on basic medical equipment</p> <p style="padding-left: 40px;">Ba able to</p> <ul style="list-style-type: none"> • Understand the procedures and guidelines of the institution regarding the use of basic medical equipment • Understand the functions and operations of common basic medical equipment including: <ul style="list-style-type: none"> ○ Turning equipment on and off ○ Installation and setting ○ Safety precautions ○ Operation procedures ○ User posture and assistance that needs to be provided ○ Accessories and supplies required • Understand the safety and infection prevention requirements before using basic medical equipment <p>2. Use basic medical equipment</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Use basic medical equipment appropriately and follow the procedures and guidelines of the institution • Perform preparation work appropriately before using basic medical equipment including: <ul style="list-style-type: none"> ○ Ensure basic medical equipment functions properly ○ Take infection prevention measures when using basic medical equipment, such as: <ul style="list-style-type: none"> ▪ Thermometers must be sterilized before and after use, or use a disposable thermometer probe cover ▪ Arrange individual sphygmomanometer cuff for each elderly if possible, to prevent contact-based contagion ○ Prepare the required basic medical equipment and the accessories ○ Confirm elderlies' identity and explain to them the medical procedures, objectives, how they would feel during the procedures, and what elderlies can do to facilitate the procedures, in order to acquire their consent, cooperation and compliance ○ Place the basic medical equipment and associated supplies in a suitable and secured area ○ Prepare a comfortable place for elderlies, and choose a posture they feel comfortable in ○ Protect the privacy of elderlies by exposing body parts only when absolutely necessary. For example, only expose their wrist or arm to measure blood pressure, but not other parts of the body.

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	<ul style="list-style-type: none"> ○ Clean the skin first if required. For example, clean elderlies' finger before pricking the skin and sampling blood for blood glucose test • During the procedures, closely monitor basic medical equipment to ensure it is functioning properly. Monitor also elderlies' condition in due course. • Ensure items for one-time use are disposed of properly after use • Clean and sterilize the equipment properly after use and check if it is still functioning properly before returning them to their corresponding locations <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Protect and respect elderlies' privacy when using basic medical equipment • Ensure appropriate infection prevention measures are taken when using basic medical equipment to ensure safety of elderlies
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to perform preparation work adequately, use basic medical equipment to perform relevant medical procedures safely and properly in accordance with the procedures and guidelines of the institution to use basic medical equipment
Remark	<p>Please refer to the Code of Practice for Residential Care Homes (Elderly Persons) 7.8 for details of basic medical equipment, excluding medical equipment like Foley catheter that must be handled by registered or enrolled nurses.</p>

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Functional Area - Clinical Care

Title	Monitor Vital Signs
Code	106003L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. Based on professional knowledge of nursing care, employees are required to interpret, judge, and assess vital signs, to identify any abnormalities in vital signs among elderlies, and to provide proper care and make referrals to ensure their well-being.
Level	3
Credit	5 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on vital signs</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition, criteria and reference range of vital signs, such as: <ul style="list-style-type: none"> ○ Body temperature ○ Breathing rate ○ Heart rate ○ Blood pressure ○ Blood oxygen level ○ Pain level on the pain scale ○ Sweating ○ Face complexion ○ Level of consciousness • Understand the techniques to measure the vital signs accurately, such as: <ul style="list-style-type: none"> ○ Choose appropriate devices and use them properly ○ Interpret results correctly and analyse the data • Understand the factors that affect the vital signs among elderlies <ul style="list-style-type: none"> ○ Psychological conditions, such as anxiety ○ Illness ○ Degeneration due to ageing ○ Use or cessation of medication ○ Current treatment ○ Previous records of vital signs <p>2. Monitor the vital signs</p> <p>Be able to</p> <ul style="list-style-type: none"> • Measure, document and monitor the vital signs of elderlies according to relevant guidelines of the institution and healthcare needs of the individuals • Fill in relevant vital signs charts, ensure all data are well documented and properly stored. Monitor the vital signs based on the condition of each elderly. For example, monitor the vital signs more frequently if he/she suffers from acute or chronic illness, or is taking a new medication. • Judge whether elderlies' vital signs seem abnormal, and refer the cases to healthcare professionals for follow-up if necessary • At the end of a shift, pass the vital signs information to colleagues in the next shift, so as to ensure continuous monitoring of elderlies' conditions • In case of emergency, such as respiratory arrest, cardiac arrest or rapid deterioration of vital signs, employees should immediately report to their supervisors so that resuscitation procedures adopted by the elderly care industry can be initiated in timely manner

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Apply knowledge on nursing care and professional analysis to monitor the vital signs of the elderlies in order to ensure their health• be aware of any change in elderlies' vital signs and make referral as soon as possible
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to measure elderlies' vital signs at regular time intervals and monitor them continuously; to notice any abnormality as soon as possible; and• Ability to analyse the factors that account for abnormal vital signs; to follow up cases properly so as to ensure the well-being of elderlies.
Remark	<p>Employees performing this unit of competence are supposed to have acquired some knowledge on vital signs and the skills required to measure such signs.</p>

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Functional Area - Clinical Care

Title	Select a Balanced Diet
Code	106004L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves judgement on the parts of the employees who are required to choose an appropriate menu for elderlies according to their special nutritional and dietary needs, so as to help them achieve a balanced diet, and improve their health.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on balanced diet</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic concepts of nutrition <ul style="list-style-type: none"> ○ Grasp basic theories on nutrition, such as food types, nutrient types and their importance ○ Understand the principles and importance of balanced diet, such as food pyramid, and daily recommended intake of two servings of fruits and three servings of vegetables • Understand nutritional and dietary needs of elderlies • Understand the physiological changes in degeneration process as elderlies age • Understand the suitable cooking methods when preparing meals for elderlies <p>2. Choose a balanced menu</p> <p>Be able to</p> <ul style="list-style-type: none"> • Choose an appropriate menu based on the nutritional requirements of elderlies. <p>Consider the following factors:</p> <ul style="list-style-type: none"> ○ Principle of balanced diet ○ Nutritional needs of an individual ○ Choose food with low salt, low sugar, and low fat content, but with high fibre content ○ Avoid food that irritates the alimentary canal, such as deep fried or spicy food <ul style="list-style-type: none"> • Evaluate the physiological changes due to degeneration as elderlies age such as loss of teeth, impaired sense of taste and decline of digestive functions; assess their dietary needs and tailor-make a menu for them. • Choose appropriate cooking methods according to the dietary needs of elderlies such as: <ul style="list-style-type: none"> ○ Use less salt in cooking, use natural herbs and spices as seasoning instead ○ Choose cooking methods with less oil ○ Cook the food until mushy, de-bone or grind any meat to make it easier for elderlies to chew and digest • When creating a menu, be sensitive to the dietary restrictions of individual elderlies such as: <ul style="list-style-type: none"> ○ Avoid animal-based items like meat and eggs when preparing meals for vegetarians; some of them don't even eat onion and garlic ○ Avoid pork or beef for those who don't eat them due to religious reasons <p>3. Exhibit professionalism</p>

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	<p>Be able to</p> <ul style="list-style-type: none">• Ensure the menu can cater to the balanced nutritional needs of elderlies• Take note of individual dietary preferences and physiological degeneration of elderlies to provide appropriate and nutritious meals.
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to choose a menu for elderlies according to the principles of healthy diet, the physiological changes elderlies are experiencing due to ageing and their individual dietary needs, so as to meet their nutritional needs in conjunction with their changes in dietary habits in the ageing process, and to improve their health.
Remark	

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Functional Area - Clinical Care

Title	Formulate Personal Basic Care Plans for Elderlies
Code	106005L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves abilities to analyse and make judgment, for tasks like health assessment, care diagnosis, planning and evaluation. Employees are required to design appropriate basic personal care plans based on factors such as the needs, living environment and resources of the elderlies and caregivers, in order to improve the health of the elderlies.
Level	4
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on basic personal care plan for elderlies</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Understand the elderlies' bodily conditions and relevant factors • Understand the content and objectives of care procedure (health assessment, care diagnosis, planning and evaluation) • Understand the relevant social resources on elderly care • Understand the skills required for health assessment • Understand how to set health questions and the skills required • Understand the principles of drafting care plans <p>2. Design basic personal care plan for elderlies</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Assess and analyse the existing physical and mental health conditions of the elderlies • Determine the order of priority on elderlies' need for care, with respect to the severity of their health problems and their level of concern • Establish the need for care, and set up the objectives of care plan • Design personalized care measures to achieve the objectives of care plan • Let the elderlies and their caregivers clearly understand the content of care plan and seek their consent to such content, through effective communication channels • Ensure that the responsible employee are able to understand, master and implement the care plan being set up, through communication and monitoring mechanism • Evaluate and assess the effectiveness of relevant care plan regularly, and make adjustment when needed • Refer the cases to healthcare professionals if other medical interventions are required after assessing the health condition of elderlies • If the elderlies needs medical attention from other institutions, communicate closely with those institutions, to provide relevant and accurate information • Document the designed care plan; assess and evaluate the results regularly and / or when necessary <p>3. Exhibit professionalism</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Design rehabilitation treatment plan for the elderlies while respecting the preferences of the elderlies and their family • Provide appropriate and personalized care plan based on the personal and special needs of the elderlies

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Functional Area - Clinical Care

Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to establish the need for care accurately, set up objectives of care plan, formulate and design personalized care plan appropriately according to the health condition of the elderlies; and• Ability to evaluate the effectiveness of basic personal care plan for the elderlies, analyze and adjust the plan to improve the health of the elderlies.
Remark	<p>Employees implementing this Unit of Competency are supposed to have knowledge on the health condition of and the care procedures for the elderlies.</p>

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Functional Area - Clinical Care

Title	Monitor the Personal Basic Care Plan
Code	106006L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who are responsible for supervising the quality of clinical care provided. Employees are required to assess and evaluate the caring procedures according to the basic personal care plan for elderlies, and to ensure the elderlies receive basic personal care of good quality in order to enhance the health of the elderlies.
Level	4
Credit	5 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on basic personal care</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Understand the code of conduct required for nursing care • Understand the care service procedures of the institution, related policies, rules and guidelines • Understand the skills required for basic personal care • Understand the relevant assessment tools for basic personal care • Understand the service quality enhancement scheme of the elderly care service industry • Understand the care principle under evidence-based practice • Understand the personal rights and principle of confidentiality of elderlies <p>2. Supervise the quality of basic personal care</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Design and implement personalized care measures according to the objectives of care plan set up for the elderlies • Ensure that the care procedures performed are adhere to the guidelines of elderly care service industry and follow the code of conduct of nursing care • Ensure that the responsible employees are able to understand, master and implement the above mentioned care guidelines, by communicating with them and using the monitoring mechanism • Document the effectiveness of the care plan and pay attention to any abnormal responses of the elderlies after performing the basic personal care procedures for follow-up action • Monitor the health condition of elderlies and take note of whether the objectives in the care plan have been achieved • Use effective assessment tools to collect opinions from elderlies and their caregivers when assessing the effectiveness of care plan so as to ensure objectivity and credibility • Review and assess the effectiveness of relevant care plan regularly; adjust the plan according to needs when necessary <p>3. Exhibit professionalism</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Provide appropriate care according to the objectives in care plan for the elderlies • Be aware of the response and feeling of elderlies towards the plan, make adjustments to cope with the personal and special needs of individual elderlies

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Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to ensure that the personal care procedures are implemented according to the objectives, the guidelines of the elderly care service industry and the service principles of evidence-based practice; and• Ability to review and assess the effectiveness of care procedures by using effective assessment tools; to analyse and adjust the procedures to enhance the health of the elderlies.
Remark	<p>Employees implementing this unit of competency are supposed to have knowledge on care service procedures.</p>

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Functional Area - Clinical Care

Title	Conduct Health Education
Code	106007L5
Range	This Unit of Competency is applicable to in the elderly care service industry who provide clinical care to elderlies. The Competency involves critical analysis and rearrangement of relevant information. Employees are required to assess and analyse the healthcare needs of the elderlies and their caretakers, choose proper health education content and educate them via appropriate methods, so as to help them establish a healthy lifestyle and prevent diseases .
Level	5
Credit	4 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on health education</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition and concept of health • Understand the physiological, psychological, social and spiritual changes that the elderly experience • Understand the ways to improve health, such as: <ul style="list-style-type: none"> ○ Healthy lifestyle habits, such as quitting smoking and heavy drinking ○ Healthy diet ○ Regular and frequent exercises ○ Regular body check-ups ○ Maintain a positive mind set ○ Ways to relieve stress ○ Maintain social life • Understand different diseases, including the causes, signs and symptoms, diagnosis and treatment for common diseases • Understand the different level of disease prevention <ul style="list-style-type: none"> ○ Primary prevention: Prevent disease ○ Secondary prevention: Detect signs and symptoms, early diagnosis and reduce risk of recurrence ○ Tertiary prevention: Treat diseases appropriately and prevent complications • Understand the common misconceptions about health and diseases among the elderlies and their caregivers such as: <ul style="list-style-type: none"> ○ Confusion between degenerative signs and pathological symptoms ○ exercise causes arthritis and pain ○ reducing activity is the best way to prevent falls • Understand the current health related issues in the society including spreading of infectious diseases, healthcare policies and welfares • Master the methods and skills of conducting health education, such as: <ul style="list-style-type: none"> ○ Seminars, workshops, groups, leaflets, carnivals ○ Promotion ○ Manpower and resources • Learn about relevant resources for materials and information on health education, such as: <ul style="list-style-type: none"> ○ Department of Health ○ Leisure and Cultural Services Department ○ Patient support groups, medical information websites <p>2. Conduct health education</p>

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	<p>Be able to</p> <ul style="list-style-type: none"> Assess the needs of the elderlies and their caregivers to determine the direction when conducting health education, such as: <ul style="list-style-type: none"> Changes in degenerative process of the elderly Common diseases of the elderly and ways to prevent them Specific health conditions of individual elderlies and their caregivers Organizing health check-up events, such as blood pressure measurement, blood glucose test, mental health questionnaires Arrange health education to meet the needs of the elderlies and their caregivers Design and carry out plans of health education, such as: <ul style="list-style-type: none"> Setting health education topics Setting the aims of the events Identifying the speakers required Identifying the target audience and expected number of attendees Determining ways to conduct education, time and date Arranging required resources Deciding on budget Arranging manpower Formulating promotion plan. Ensure the content of health education is straight forward and easy to follow, so that the elderlies and their caregivers can grasp the concepts easily Invite relevant professionals to help explain certain content and conduct health education if necessary, such as medical specialists, clinical psychologists and dietitians Collect updated information and key health-related topics relevant to the community, and pass such information to the elderlies and their caregivers Review the effectiveness of the projects and propose ways to improve health education plans <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Ensure health education plans use accurate and up-to-date health information to achieve the expected outcome Select suitable teaching materials and methods to address the differences among the elderly audience, such as education levels, hearing and seeing abilities
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to assess the healthcare needs of the elderlies and their caregivers; to design a feasible health education plan to improve their health; and Ability to revise and adjust the health education plans, to optimize the plan to ensure the health education content suits the needs of the elderlies and their caregivers
Remark	<p>Employees implanting this Unit of Competency are supposed to have knowledge on common diseases among the elderly and ways to promote their health.</p>

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Functional Area - Clinical Care

Title	Observe Physical Symptoms of Diseases
Code	106008L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to the elderlies. The Competency requires the ability to follow the advice given by health care professionals, and relevant guidelines from the institution to monitor signs and symptoms of the elderlies. Employees are required to perform their duties under supervision, identify any abnormalities the elderlies display, prepare documents, and report to health care professionals.
Level	2
Credit	5 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge to monitor signs and symptoms of diseases</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the pathology of common diseases among the elderly • Understand the basic method to monitor health conditions • Understand the reference range of various vital signs and parameters • Understand the methods to document and report signs and symptoms of possible diseases, such as: <ul style="list-style-type: none"> ○ Blood pressure and body temperature chart ○ Pain record chart. • Understand the advice given by healthcare professionals in monitoring elderlies' signs and symptoms of diseases • Understand the relevant guidelines and procedures with respect to monitoring elderlies' signs and symptoms of diseases <p>2. Monitoring elderlies' signs and symptoms</p> <p>Be able to</p> <ul style="list-style-type: none"> • Verify the identity of the elderly to ensure he/she is the observation target • Identify the parameters or vital signs that need to be monitored according to the advice given by healthcare professionals regarding signs and symptoms of the elderly • Perform relevant procedures properly according to the guidelines and procedures of the institution with respect to monitoring signs and symptoms of diseases • Determine the appropriate ways of observation or the devices required; use the devices properly • Detect any abnormality from observed data • Document accurately the data observed • Report to healthcare professionals immediately if any abnormality is observed <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Respect and protect the privacy of the elderlies during the observation of signs and symptoms of diseases • Be mindful of the elderlies' concerns regarding the check-up; provide proper explanations and offer comfort
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are:

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	<ul style="list-style-type: none">• Ability to monitor elderlies' signs and symptoms of diseases under supervision, and detect abnormalities from the obtained data; and• Ability to document elderlies' health conditions accurately and make referrals to healthcare professionals for follow up accordingly.
Remark	Monitoring signs and symptoms of diseases involve parameters such as heart rate, blood pressure, blood glucose level, breathing rate and blood oxygen level.

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Functional Area - Clinical Care

Title	Implement Fall Prevention Measures
Code	106009L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care service to the elderlies. The Competency should be performed under supervision and in accordance with the advice given by healthcare professionals and relevant guidelines of the institution, in order to detect the elderlies' risk of fall, implement relevant fall prevention measures, and provide proper guidance to the elderlies to reduce the risk of fall.
Level	2
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on elderly fall prevention</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the fall prevention guidelines and measures adopted by the institution • Understand the extrinsic and intrinsic causes of fall among the elderly including: <ul style="list-style-type: none"> ○ Extrinsic causes: wet floor, uneven floor surface, obstacles on floor, chair of improper design, blurred vision, impaired sense of balance, influences of medications, . ○ Intrinsic causes: safety level of care home environment and facilities, maintenance and usage of walking aids and wheelchairs • Understand the consequences of fall among the elderly and general measures for fall prevention • Understand the risk assessment and fall prevention advice given by healthcare professionals <p>2. Implement fall prevention measures</p> <p>Be able to</p> <ul style="list-style-type: none"> • Implement measures to improve the environment to prevent the elderlies from falling according to the fall prevention guidelines of the institution <ul style="list-style-type: none"> ○ Clear areas with risk factors for falls, such as clearing any object that blocks the way, and keeping the floor dry. ○ Provide tools and devices to enhance safety, such as installing handrails, providing bathing chair. ○ Use furniture of suitable heights, such as chairs, stools and beds. ○ Place the frequently used items at convenient places for easy access by the elderlies • Correct any improper behaviours of the elderlies that may increase the risk of fall according to the risk assessment results provided by healthcare professionals, such as: <ul style="list-style-type: none"> ○ Encourage elderlies to wear anti-slip footwear instead of slippers ○ Remind elderlies to put on their glasses for a clear vision ○ Wear appropriate clothing and footwear ○ Teach elderlies to use walking aids properly. • Arouse elderlies' awareness on fall prevention, provide appropriate guidance and observe how well they perform in terms of fall prevention in daily nursing care, such as: <ul style="list-style-type: none"> ○ Monitor the living environments of elderlies, clear the areas with falling risks in daily routines, and report to the responsible unit(s) for follow up. If elderlies reside in the community, report the situations to their family ○ Report to healthcare professionals for assessment if the elderly has high risk of fall

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Implement fall prevention measures strictly to prevent accidents and ensure safety of the elderlies• Be mindful of the elderlies' understanding of themselves, and their familiarity with the environment or their adaptation to the environment, so as to boost their confidence of preventing falls
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to follow the institution's guidelines on fall prevention; to implement corresponding improvement measures on the environment to prevent the elderlies' from falling; and• Ability to offer help and guidance to the elderlies to perform relevant fall prevention measures according to the advice of healthcare professionals; so as to reduce the risk of fall.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Assist Elderlies with impaired physical Mobility
Code	106207L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care service to elderlies. The Competency applies to familiar, day-to-day, predictable and routine working environment. Employees are expect to be able to assist elderlies with impaired mobility to perform daily activities and accident prevention measures, so as to ensure their safety.
Level	2
Credit	4 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on helping elderlies with impaired mobility perform daily activities</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand elderlies' activity level and conditions, such as: <ul style="list-style-type: none"> ○ Mobility level ○ Sense of Balance ○ Ability to walk ○ Walking aids .currently in use • Understand the assistive walking devices used by the elderly, . <ul style="list-style-type: none"> ○ Foot splint ○ Girdle ○ Arm sling • Understand the basic knowledge required in assisting elderlies with impaired mobility, including: <ul style="list-style-type: none"> ○ Proper use of walking aids and walking techniques ○ Proper lifting and transfer techniques ○ Proper use of wheelchair ○ Climbing up and down the stair • Understand the safety prevention to prevent elderlies from falling, such as: <ul style="list-style-type: none"> ○ Use chairs with armrests that are sturdy and secured, ○ Ensure normal functioning of walking aids and wheelchairs ○ Ensure the floor is dry and obstacle-free. <p>2. Assisting elderlies with impaired mobility perform daily activities</p> <p>Be able to</p> <ul style="list-style-type: none"> • Explain to the elderlies about the activities they are about to perform in advance to gain their cooperation • Provide appropriate assistance according to individual elderly's conditions and activity level <ul style="list-style-type: none"> ○ Ensure the elderly is wearing proper clothing and accessories ○ Use proper methods and techniques to assist the elderly to move him/herself, such as from a bed to a chair, getting up from bed. ○ Assist the elderly to put on assistive devices ○ Choose appropriate walking aids and wheelchairs ○ Instruct the elderly with simple instructions on proper ways of walking • Take safety precautions to ensure the elderly performs activities safely and prevent accidents, such as: <ul style="list-style-type: none"> ○ Use proper techniques to lift and transfer the elderly; ensure the safety of both employees themselves and the elderly

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Unit of Competency is applicable across different functional areas

	<ul style="list-style-type: none"> ○ Arrange a sturdy and secured chair with armrests for the elderly to sit on ○ Use safety belts when necessary, ensure the belt is tightened ○ Prepare the environment in which the elderly perform activities; remove obstacles from the pathway ○ Ensure walking aids and wheelchairs function normally ○ Use securely installed grabs and handrails, use sturdy furniture ○ Ensure that the wheelchairs are securely locked ○ Do not leave the elderly unattended without permission ● Seek help from third parties when necessary; work closely with them to help elderlies with impaired mobility perform daily activities ● In case of doubt or queries arising from assisting individual elderly with impaired mobility, consult relevant healthcare professionals <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> ● Put the safety of the elderlies with impaired mobility first when assisting them to perform daily activities ● Be mindful of the anxiety and discomfort experienced by the elderlies; offer comfort and support ● Boost elderlies' self-help ability and confidence; maintain their dignity
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> ● Abilities to provide proper assistance and guidance based on the elderlies' mobility level and specific condition; and ● Ability to take safety precautions to ensure elderlies perform activities safely
Remark	<p>Employees performing this unit of competence are supposed to have acquired the techniques of lifting and transferring elderlies, and knowledge of the assistive tools for the elderly .</p>

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Unit of Competency is applicable across different functional areas

Title	Help Elderlies use Assistive Devices
Code	106208L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care service to elderlies. This Competency applies to a familiar, predictable, day-to-day, routine working environment. Employees are required to provide appropriate assistance and guidance, according to the assistive devices that the elderlies need to use, and to take safety precautions, in order to improve elderlies' self-care.
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on helping elderly use assistive devices</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand elderlies' mobility level and their conditions, such as: <ul style="list-style-type: none"> ○ Range of movement of upper limbs ○ Hand movement ○ Ability to move themselves and lower limb mobility • Understand common types of assistive devices, such as: <ul style="list-style-type: none"> ○ Bathing chairs and bath boards ○ Assistive dinnerware and cooking devices ○ Long-handled reaching aids and grabber tools ○ Commodes ○ Fixed and mobile handrails and grab bars ○ Dressing aids. • Understand the methods of use for various assistive devices and issues that need special attention • Understand the purpose of using assistive devices among the elderly <p>2. Help elderlies use assistive devices</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide appropriate assistance based on elderlies' mobility level and their needs for assistive devices, such as: <ul style="list-style-type: none"> ○ Explain and demonstrate to the elderly the proper method of use ○ Practise using those devices with the elderlies and correct their mistakes ○ Use simple command to guide elderly ○ Assist elderlies to put on assistive devices ○ Assist elderlies when they are transferred ○ Encourage elderlies to practise using the devices frequently. • Take safety measures to avoid accident when using assistive devices such as: <ul style="list-style-type: none"> ○ Commodes should be placed next to the elderlies' beds ○ Use correct techniques to lift and transfer the elderlies and ensure both employees themselves and the elderlies are safe ○ Ensure handrail and grab bars are secure and sturdy • Consult with healthcare professionals if any problem arises when helping elderlies use the assistive devices <p>3. Exhibit professionalism</p> <p>Be able to</p>

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Unit of Competency is applicable across different functional areas

	<ul style="list-style-type: none">• Assist the elderlies to use assistive devices while putting their safety first• Be mindful of the anxiety and discomfort experienced by elderlies; provide comfort and support• Boost elderlies' ability of self-care and confidence, so as to maintain their dignity
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to provide appropriate assistance and guidance to elderlies regarding the proper usage of assistive devices according to their mobility level and needs for assistive devices; and• Ability to take safety precautions; prevent accidents and ensure that the elderlies use assistive devices safely.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Help Elderlies Use Hearing/Visual Aids
Code	106209L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care service to elderlies. The Competency is applied to in a familiar, predicable, day-to-day, routine working environment. Employees are required to provide appropriate assistance and guidance to elderlies with respect to their use of hearing / visual aids, so as to improve their communication with others.
Level	2
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on helping elderlies use hearing/visual aids</p> <p>Be able to</p> <ul style="list-style-type: none"> • Know elderlies' visual and auditory abilities • Understand hearing/visual aids commonly used by elderlies, such as: <ul style="list-style-type: none"> ○ Hearing aid ○ Telephone amplifier ○ Communication board ○ Magnifier ○ Glasses ○ Electronic devices with magnified display. • Understand the methods of use for various hearing/visual aids and issues that need special attention <p>2. Assist elderly in using hearing/visual aids</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide appropriate assistance based on the visual and auditory abilities of the elderlies and their needs for hearing/visual aids, such as: <ul style="list-style-type: none"> ○ Explain and demonstrate to the elderly the proper way to use them ○ Practise using those devices with the elderlies and correct their mistakes ○ Use simple command to guide elderlies ○ Help elderlies putting on hearing/visual aids ○ Encourage elderlies to practise using those aids frequently • Check and ensure the hearing/visual aids function normally • Consult with healthcare professionals if any problem arises when helping elderlies use hearing/visual aids <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Respect elderlies' right to self-determination when helping them use hearing/visual aids • Be mindful of elderlies' personal needs, provide support to boost their self-care ability and confidence
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to provide appropriate assistance and guidance to elderlies with respect to the proper use of hearing/visual aids, based on their visual and auditory abilities and their needs for such aids.

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Unit of Competency is applicable across different functional areas

Remark	
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Unit of Competency is applicable across different functional areas

Title	Escort Elderlies to Follow-up Medical appointments
Code	106211L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care service to elderlies. This Competency should be performed under supervision. Employees are required to escort elderlies to follow-up medical appointments according to the relevant procedures of the institution and ensure safety of the elderlies .
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on elderly follow-up</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand procedures of the institution regarding escorting elderlies to follow-up medical appointments • Understand the time, date, and location of elderlies' follow-up medical appointments, and the types of transportation needed • Understand items and documents needed for elderlies' follow-up medical appointments, such as: <ul style="list-style-type: none"> ○ Leftover medication ○ Medical appointment card and appointment letter ○ proof of identity ○ Specimen for laboratory test ○ Day-to-day medications ○ Water and food ○ Sufficient cash, wheelchair. • Understand the information needed to be provided to healthcare professionals during follow-up medical appointment, such as: <ul style="list-style-type: none"> ○ Whether elderlies are taking medications according to instructions ○ Progress of elderlies' conditions ○ Symptoms. • Understand the health conditions of elderly, such as: <ul style="list-style-type: none"> ○ Mental condition ○ Mobility level and patience ○ Assistance needed for mobility • Understand the safety precautions for escorting elderlies with special needs for follow-up medical appointments, such as: <ul style="list-style-type: none"> ○ Prevent demented elderlies from getting lost ○ Prevent elderly with impaired mobility from falling. • Understand other assistive resources for escorting elderly for follow-up medical appointments, such as: <ul style="list-style-type: none"> ○ Rehabus ○ Accessible Hire Car Service, . • Understand the procedures prescribed by the institution with respect to arranging transportation <p>2. Escort elderlies to follow-up medical appointments</p> <p>Be able to</p> <ul style="list-style-type: none"> • Follow the procedures of the institution in escorting or guideline in arranging transportation, while taking into consideration the location of the appointment and the

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	<p>health conditions of the elderlies to arrange safe and suitable transportation to escort them to follow-up medical appointment</p> <ul style="list-style-type: none"> • Prepare for the appointment before escorting the elderlies, ensure everything is well prepared, including: <ul style="list-style-type: none"> ○ Check if all items and documents of elderlies required for the appointment are present ○ Prepare suitable walking aids ○ Encourage relatives to accompany elderlies for follow-up medical appointments, and inform their relatives. • Ask healthcare professional colleagues about elderlies' conditions and relay the information accurately to medical doctors • When escorting elderlies with impaired mobility, use proper lifting and transferring skills to ensure the safety of both the elderlies and employees themselves • Take all safety precautions; do not leave elderlies alone unattended • Pay attention to the performance and response of elderlies; provide appropriate assistance, for example, using the toilet and arranging seats. • Keep in touch with the institution; report the whole process clearly and issues that need follow up after the appointment <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure safety of the elderlies and take initiative to assist elderlies during the follow-up medical appointments • Arrange transportation for follow-up medical appointments; boost confidence and dignity of the elderlies
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to escort elderlies to follow-up medical appointments safely according to their health conditions and the procedures prescribed by the institution for such appointments; and • Ability to check the items and documents required for follow-up medical appointments before heading out; understand the health conditions of the elderlies and be well prepared for the occasion.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Lift and transfer elderlies correctly
Code	106212L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care service to elderlies. The Competency applies to a familiar, predictable, day-to-day, routine working environment. Employees are required to help elderlies move themselves or transfer them from one place to another using the correct lifting and transfer techniques, in order to ensure the safety of the elderly and employees themselves, as well as to reduce the risk of injury.
Level	2
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on transfer techniques</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand elderlies' mobility level and their conditions, including: <ul style="list-style-type: none"> ○ Bed mobility ○ Sit to stand transfer ○ Bed to chair transfer ○ Sitting and standing ability ○ Walking ability • Understand the principles of correct lifting and transfer and their range of application • Understand various techniques to ensure a good grip, including underarm grip, scapula grip and wrist grip • Understand common assistive devices for lifting and transfer and their methods of use • Understand the safety measures of lifting and transfer <p>2. Use correct transfer techniques</p> <p>Be able to</p> <ul style="list-style-type: none"> • Choose appropriate lifting and transfer technique according to elderlies' level of mobility • Assess employees' own ability and seek assistance or assistive devices when needed • Prepare well before lifting and transferring elderlies, including: <ul style="list-style-type: none"> ○ Prepare the environment, remove obstacles to free up spaces ○ Ensure an elderly is wearing appropriate clothing and footwear ○ Put on proper attire and groom yourself properly, for example tying long hair up and removing all accessories you're wearing ○ Prepare appropriate walking aid or wheelchair and ensure it is functioning normally ○ Plan the actions and procedures prior to lifting and transferring, for example the distance to be travelled, lifting and gripping techniques, and actions required to accomplish the transfer. • Explain to an elderly procedures that are about to happen, so that they can play an active part in the lifting and transferring process and cooperate. • Follow the principle of correct lifting and transfers; take safety measures to ensure safety of elderly and employees themselves, such as: <ul style="list-style-type: none"> ○ Stay close to an elderly and shorten the distance from load ○ Rotate your legs and do not bend your lower back ○ Perform lifting and transfer within your capacity ○ Bend your knees and keep your centre of gravity low ○ Lock the wheelchair

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	<ul style="list-style-type: none"> ○ Allow sufficient time for the lifting and transfer • Give appropriate command to an elderly so that they will comply and cooperate <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Strictly follow the principles of lifting and transfer to ensure safety of both elderlies and employees themselves • Protect elderlies' privacy and maintain their dignity • Be mindful of elderlies' concerns and discomfort; provide comfort and support
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to choose appropriate lifting and transfer techniques according to elderlies' level of mobility and the employees' own capability; and • Ability to prepare adequately, follow the principle of correct lifting and transfer techniques and ensure the safety of both the elderlies and employees themselves.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Prepare Meals for Elderlies with Eating Difficulties
Code	106216L2
Range	This Unit of Competency is applicable to employees in the Elderly Care Service Industry who are responsible for preparing meals for elderlies with eating difficulty. This Competency should be applied under supervision. Employees are required to prepare special meals appropriate for elderlies of various conditions, according to the procedures and guidelines of the institution, in order to provide sufficient and a comprehensive range of nutrients to the elderlies .
Level	2
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on preparing special meals</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the principle of healthy diet, for example, food pyramid, '3 low, 1 high' principle • Understand food hygiene code, for example, storing raw and cooked food separately • Understand the condition under which elderlies need special diets to facilitate adequate nutrition intake, due to signs of functional degeneration such as loss of teeth that causes swallowing difficulty • Understand the ways to prepare meals for elderlies with swallowing difficulties, for example: <ul style="list-style-type: none"> ○ Use thickener ○ Mash the food • Understand the basic dietary principles for elderlies with diseases, for example, <ul style="list-style-type: none"> ○ Patients with diabetes should control their intake of carbohydrates in each meals ○ Patients with high blood cholesterol level should avoid food with high cholesterol content, such as seafood, egg yolk, and offal. ○ Patients with high blood pressure should control their intake of salt • Understand specific dietary preference or habits of elderlies, for example: <ul style="list-style-type: none"> ○ Some elderlies may consume a vegetarian meal on the 1st and 15th Day of each month on lunar calendar ○ Include festive food on the menu when appropriate, such as sugar-free moon cake on Mid-Autumn Festival <p>2. Preparing special meals</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform the procedures of preparing special diet meals according to the guidelines of the institution and advice from healthcare professionals, such as: <ul style="list-style-type: none"> ○ Use kitchen tools and utensils properly, for example, juicer, blender and sieve. ○ Ensure food and cooking utensils are clean and hygienic ○ Cook the food thoroughly before mashing into paste ○ Use thickener properly ○ When mashing or grinding the food, enhance its taste and nutritional value by adding proper amount of soup, milk or juice • Serve the rice and side dishes separately to let elderlies see various food items that make up the meal clearly • Utilize different ways to make food more attractive so as to whet elderlies' appetite. This can be achieved by using ingredients of different colours, for example, puree of carrot,

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	<p>pumpkin, tomato, boiled and mashed egg yolks, jam, .and fruit puree, to make the dishes more attractive</p> <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Whet the appetite of elderlies and arouse their urge to eat by changing the shape of ingredients, novelty combination of ingredients and creative use of dinnerware, while meeting the dietary needs of elderlies and reducing their risk of choking
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to understand the knowledge and techniques of preparing special meals based on advices given by healthcare professionals, procedures and guidelines of the institution, so as to provide suitable meals for elderly individuals; and • Ability to boost the nutritional value of the food and whet the appetite of elderlies with proper means.
Remark	

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Functional Area - Clinical Care

Title	Arrange Follow-up Medical appointments / Medical appointments
Code	106010L3
Range	This Unit of Competency is applicable to employees in the Elderly Care Service Industry who provide care service to elderlies. This Competency involves ability to make correct judgement. Employees are required to arrange follow-up medical appointments / medical appointments for the elderlies based on the relevant guidelines of the institution, ensure the elderlies attend medical appointments safely and punctually, so that their illnesses can be followed up properly .
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on elderly follow-up medical appointments / medical appointments</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the items and preparations needed for the appointments, such as: <ul style="list-style-type: none"> ○ Time, date and location ○ Leftover medication ○ Elderlies' medical conditions and whether elderlies are taking medications according to instructions ○ Follow-up appointment card and appointment letter ○ proof of identity ○ Specimen for laboratory tests ○ Fasting required ○ Day-to-day medications ○ Adequate cash • Understand the procedures of arranging medical appointments for elderlies • Understand the relevant measures for elderlies who need special arrangements for medical appointments, such as: <ul style="list-style-type: none"> ○ Measures to prevent demented elderlies from getting lost ○ Deploy additional headcount to escort elderlies of extreme frailty ○ Arrange wheelchair and transportation to escort elderly with mobility problems ○ Carry a portable oxygen concentrator for elderlies who need. a constant administration of oxygen <p>2. Arrange follow-up medical appointments / medical appointments</p> <p>Be able to</p> <ul style="list-style-type: none"> • Prepare all specimens needed for lab tests, arrange fasting (if necessary), organize the information needed and ensure nothing is missing • Review elderlies' medical records, or consult healthcare professionals for elderlies' conditions • Adjust elderlies' mealtime according to appointment time and location, or pack food to go • Plan the trip to the appointments, arrange transportation and staff needed and take special measures early on if needed • In case the doctor is making a house visit to the institution, arrange the elderlies' activities that day to accommodate doctor's arrival time, arrange the order in which elderlies would see the doctor and make sure they adhere to that order <p>3. Exhibit professionalism</p>

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	<p>Be able to</p> <ul style="list-style-type: none">• Put elderlies' safety first when arranging the journey for medical appointments• Ensure elderlies can attend the appointments on time by making flexible arrangements and adjusting their schedule• Be mindful of the arrangement of elderlies' medical appointments to boost their confidence and dignity
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to arrange follow-up medical appointments / medical appointments for elderlies, and prepare the items and information required, so to ensure they attend the appointments safely and punctually.
Remark	

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Functional Area - Clinical Care

Title	Use Restraint devices
Code	106011L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care service to elderlies. This Competency involves ability to make correct judgment. Employees are required to assess the need of using restraint on the elderlies, to perform proper procedures and to closely monitor restraint use, in order to ensure the safety of the elderlies and to reduce potential harm to others.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on use of restraint</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the guidelines and principles of the institution on using restraint • Understand the definitions, objectives and types of restraints, such as: <ul style="list-style-type: none"> ○ Safety vest ○ Restraint gloves ○ Safety belt • Understand the harmful effects after use of restraint, such as: <ul style="list-style-type: none"> ○ Muscle atrophy ○ Increased risk of fall and trauma ○ Negative emotions • Understand the principles of using restraint, such as: <ul style="list-style-type: none"> ○ Avoid usage as much as possible ○ Use minimum level of restraint when absolutely necessary and use it for the least amount of time, ensure the safety and comfort of the elderlies. • Understand the alternatives to restraint use, such as: <ul style="list-style-type: none"> ○ Medication therapy, create regular rest cycle ○ Arrange physical activities .for elderlies • Understand the methods to assess whether restraint on elderlies is necessary • Understand the skills and safety measures of using restraint devices, such as: <ul style="list-style-type: none"> ○ Restraint tightness ○ Allow elderlies to maintain a comfortable posture. • Understand the procedures and methods to monitor and review restraint use • Understand the way to fill in record forms for restraint use <p>2. Relevant knowledge on restraint use</p> <p>Be ale to</p> <ul style="list-style-type: none"> • Assess the need of using restraint on elderlies, ensure it is used only when the safety and well-being of elderlies or others are threatened • Discuss alternatives other than restraint use with healthcare professionals, such as: <ul style="list-style-type: none"> ○ Provide reality orientation and cognitive training to reduce their confusion ○ Improve environment and their home to enhance safety. ○ Consult doctor and receive treatment ○ Assess their sitting posture and recommend appropriate chair or sitting pad ○ Rehabilitation exercises • Perform proper procedures according to the guidelines of the institution on restr aint use, such as:

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	<ul style="list-style-type: none"> ○ Gain written consent from elderlies, their family and registered doctor beforehand ○ Choose appropriate restraint device with proper size ○ Pay attention to the tightness or looseness of restraint devices ○ Choose a string knotting method so that the knot can be untied quickly by employees in the institution. • Closely monitor the condition and response of elderlies after restraint use, untie the restraint device for elderlies when time is up, observe their condition, such as: <ul style="list-style-type: none"> ○ Blood circulation ○ Limb mobility ○ Skin condition. • In case the elderlies show any abnormality, handle immediately and inform healthcare professionals • Evaluate regularly the effectiveness of restraint use and assess the need of continuous use • Correctly fill the record forms of restraint use <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Strictly follow the guidelines and principles of the institution on restraint use • Minimize restraint use on elderlies and minimize the duration of use, and use restraint only when all alternatives have failed
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to correctly assess the need of restraint use on elderlies and follow procedures and guidelines of the institution on restraint use; and • Ability to monitor closely the condition and response of elderlies after restraint use, evaluate the effectiveness of restraint use, and assess the need of continuous use.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Follow up Elderly care after hospital discharge
Code	106218L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care service to elderlies. This Competency involves ability to make correct judgement. Employees are required to arrange appropriate medication and care for elderlies and update their medical record, according to their conditions after discharged from a hospital, in order to ensure they receive the care that fits their conditions most as an extension of what they received while hospitalized, and follow doctor's instructions.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on elderly post-discharge care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the discharge documents of elderlies and their content, such as: <ul style="list-style-type: none"> ○ Discharge Summary ○ Patient nursing notes ○ Follow-up appointment card ○ Appointment letter ○ List of medication • Understand elderlies' conditions when hospitalized, such as: <ul style="list-style-type: none"> ○ Tests, examinations and surgeries received ○ Fever, unstable blood pressure ○ Coma ○ Assessment ○ Medication arrangement • Understand the special discharge arrangement for elderlies made by healthcare professionals in hospital, such as: <ul style="list-style-type: none"> ○ Follow-up in specialty wards ○ Change in medication ○ Referral ○ Special meal arrangement ○ Care arrangement <p>2. Follow-up with post-discharge care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Monitor elderlies' conditions after discharge from hospital and check elderlies' body, such as: <ul style="list-style-type: none"> ○ Measure body temperature and blood pressure ○ Facial condition and responses. • Check discharge documents of elderlies to understand their conditions when admitted to hospital and when discharged • Arrange temporary isolated ward for elderlies if needed, to reduce the risk of contagion • Re-assess elderlies and adjust content of care plan • Update elderlies' medications instantly, prepare written record and update information on Medication Administration Record • Follow up with the special discharge arrangements for elderlies as required by healthcare professionals in hospital, such as: <ul style="list-style-type: none"> ○ Arrange a new date for follow-up medical appointment

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	<ul style="list-style-type: none"> ○ New appointment booking ○ Arrange special meals ○ Arrange headcount to provide care service. • Ask relevant healthcare professionals to perform relevant assessments again and arrange care service for elderlies, such as: <ul style="list-style-type: none"> ○ Contact physiotherapist for assessment on the risk of fall or rehabilitation training for elderlies ○ Contact nursing staff for a ripple bed to prevent deterioration of pressure sores. • Inform elderlies' relatives about discharge arrangement • Closely monitor elderlies' conditions and report to healthcare professionals when needed <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Respect personal privacy of elderlies while checking their discharge documents • Accurately follow up with the discharge arrangements and care guidelines • Actively care for elderlies conditions, alleviate their discomfort and provide comfort
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to arrange appropriate therapies for elderlies according to their discharge conditions, to update medical record of elderlies; and • Ability to follow up with the special discharge arrangements for the elderlies and ensure they receive care as a continuation of what they received when hospitalized
Remark	

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Functional Area - Clinical Care

Title	Educate elderlies on the Self-management of Chronic Diseases
Code	106012L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves analytic and critical abilities. Employees are required to formulate proper educational measures for elderlies according to their needs and values in terms of self-management of chronic diseases and to strengthen their ability and confidence in disease control, in order to improve their health quality
Level	4
Credit	5 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Educate elderly on self-management of chronic disease</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the types, causes and treatments of common chronic diseases among the elderly • Understand the content of self-management in chronic diseases, such as: <ul style="list-style-type: none"> ○ Ways and techniques of self-management ○ Effectiveness and benefits of self-management • Understand the abilities required to assess elderlies' needs in terms of self-management • Understand ways and techniques to improve effectiveness of self-management among elderlies • Understand ways to review various methods of improving effectiveness of self-management of chronic diseases among elderlies <p>2. Educate elderly on self-management of chronic diseases</p> <p>Be able to</p> <ul style="list-style-type: none"> • Accurately assess elderlies' needs in terms of self-management, such as: <ul style="list-style-type: none"> ○ Knowledge on chronic diseases ○ Ways and techniques of self-management ○ Learning difficulties and level of such difficulties ○ Motivation of self-management • Assess elderlies' values on chronic disease management and how well they accept such concept • Analyse elderlies' needs and self-value, and take measures to educate elderlies on improving their self-management, such as: <ul style="list-style-type: none"> ○ Teach elderly knowledge and techniques relevant to the diseases ○ Assist elderly to overcome the obstacles in self-management of diseases ○ Provide effective resources • Evaluate the effectiveness of education on self-management, and the changes elderlies experienced regarding the efficacy of disease management <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Respect elderlies' needs and values in terms of chronic disease management, personalize education plan to teach elderlies self-management • Build up the confidence and self-fulfilling ability of elderlies
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are:

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	<ul style="list-style-type: none">• Ability to find out, through assessment, elderlies' needs and values on self-management of chronic disease, perform appropriate education measures on self-management, improve the efficacy of self-management of chronic diseases among elderlies; and• Ability to use effective methods to evaluate the effectiveness of education measures on self-management
Remark	Employees implementing this unit of competency are supposed to have knowledge on common chronic diseases among the elderly.

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Unit of Competency is applicable across different functional areas

Title	Provide Training to Clinical Care workers
Code	106220L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide training to other workers. This Competency involves abilities to analyse and judge relevant information. Employees are required to analyse the professional knowledge and skills necessary for the workers to provide clinical care, and arrange training for the workers according to the staff training scheme of the institution for clinical care, in order to improve their skills.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on staff training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the clinical care worker training scheme of the institution • Understand the objectives and importance of providing staff training schemes, such as : <ul style="list-style-type: none"> ○ Improve workers' skills in terms of clinical care ○ Enhance elderlies' health conditions and quality of care ○ Enhance service quality and image of the institution • Understand the range of clinical care training, such as: <ul style="list-style-type: none"> ○ Infection control ○ General care procedures, such as assisting the distribution and provision of medications. ○ Special care procedures, such as taking electrocardiograms and ways to care for wounds • Understand staff's knowledge on clinical care, their skills and training requirement • Understand the range of clinical care services provided by the institution and its future development • Understand the knowledge and skills required to provide clinical care worker training • Understand indicators for assessing the effectiveness of staff training, such as: <ul style="list-style-type: none"> ○ Number of staff trained ○ Examining the performance of staff ○ Opinions from staff • Understand the recognized institutions or the qualified professionals that provide training in the community <p>2. Provide staff training for clinical care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Identify an appropriate training mode and direction according to the degree of knowledge and skills of in-service staff in terms of clinical care • Formulate training modules and order of training according to the range of clinical care services provided by the institution, future development and training scheme • Formulate training timetable, and arrange the priority of staff receiving training, according to their work arrangement and needs • Prepare for clinical care worker training scheme, including: <ul style="list-style-type: none"> ○ Plan clinical care training with concrete content ○ Choose the appropriate training mode, for example, classroom lesson, practical workshop, field work

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	<ul style="list-style-type: none"> ○ Arrange professional personnel as trainer, and recognized training institutes to provide staff training • Document clearly the executed training scheme, including: <ul style="list-style-type: none"> ○ Collect written or verbal feedbacks from staff and trainers ○ Document the details and expenses of activities ○ File the record properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure that the training content meets the practical requirements and is useful for enhancing service quality of the staff • Formulate the content of curriculum based on three aspects: knowledge, skills and attitude • Promote the spirit of continuing education and lifelong learning
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to provide relevant training schemes according to the training needs of staff in terms of clinical care, in order to enhance care skills of staff, and • Ability to monitor the execution of training process, accurately record it and file the document.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Apply Non-pharmaceutical Treatments to Relieve Symptoms other than Pain
Code	106222L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide long-term care service or clinical care to elderlies. This Competency involves the abilities to analyse and make correct judgement. Employees are required to understand the physical conditions and symptoms of elderlies, and provide appropriate non-pharmaceutical treatments, according to the non-pharmaceutical prescription by healthcare professionals, to relieve elderlies' symptoms other than pain, and to reduce the suffering brought along by illnesses.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on palliative and non-pharmaceutical treatment</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the purposes and advantages of palliative treatments, such as: <ul style="list-style-type: none"> ○ Alleviate physical suffering, torture and emotional frustration ○ Provide comprehensive care, covering physical, psychological, social and spiritual aspects ○ Reduce the use of invasive treatment. • Understand different types of non-pharmaceutical treatments for symptom relief other than pain, and their respective effectiveness, such as: <ul style="list-style-type: none"> ○ Improve weakness in the limbs with physiotherapy ○ Ease oedema with massage ○ Improve insomnia by muscle relaxation ○ Distracting elderlies from overthinking about their own symptoms. <p>2. Apply non-pharmaceutical treatments to relieve symptoms other than pain</p> <p>Be able to</p> <ul style="list-style-type: none"> • Review the content of individual palliative care plan for elderlies, understand their physical conditions and symptoms • Help provide prescribed non-pharmaceutical treatments to elderlies, according to the non-pharmaceutical prescription by healthcare professionals, to alleviate their conditions • Encourage elderlies to participate in group or leisure activities to distract them from their symptoms, and to prevent the negative impact of symptoms from getting more overwhelming • Take initiative to ask elderlies about their condition and feelings, listen to them and offer comfort to soothe their emotions • Continuously monitor the progress of non-pharmaceutical treatments, and evaluate their effectiveness, including: <ul style="list-style-type: none"> ○ How symptoms change ○ How elderlies' emotions change ○ Measure effectiveness using objective assessment tools • Adjust the intervention appropriately, based on the result of evaluation, in order to achieve the best results • Refer elderlies to other healthcare professionals when needed, such as physiotherapist and Chinese Medicine practitioners, for further assessments and other non-pharmaceutical treatments, such as: <ul style="list-style-type: none"> ○ Aromatherapy

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	<ul style="list-style-type: none"> ○ Music therapy. <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Strictly follow the non-pharmaceutical treatments for relieving symptoms other than pain as prescribed by health care professionals • Show empathy, and listen to elderlies attentively • Respect elderlies' choice of non-pharmaceutical treatments, taking into consideration their family and their cultural backgrounds • Note that some non-pharmaceutical treatments can only be provided by registered healthcare professionals
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to provide appropriate non-pharmaceutical treatments, based on the physical conditions and symptoms of elderly, and the prescriptions of non-pharmaceutical treatments for symptom relief other than pain by healthcare professionals; and • Ability to monitor the progress of non-pharmaceutical treatments, evaluate their effectiveness, adjust the intervention and make referral when needed, to ensure treatments are effective
Remark	<p>The Hong Kong Anti-Cancer Society (2010) Control of pain- A guide to controlling cancer pain http://www.hkacs.org.hk/uploadimages/download/00927/hkacs0035.pdf The Hospital Authority (2008) Introduction of palliative treatment services http://www21.ha.org.hk/files/PDF/more%20disease%20zone/Palliative%20Care%20Series-%20Introduction.pdf</p>

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Title	Provide Palliative Care
Code	106223L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care service or clinical care to elderlies. This Competency involves the ability to analyse and make judgement. Employees are required to arrange appropriate palliative care, coordinate and integrate relevant treatments and services, according to the palliative care plan for elderlies, in order to ensure peace and comfort in elderlies' last stage of life.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on palliative care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the objectives and advantages of palliative treatments, such as: <ul style="list-style-type: none"> ○ Alleviate physical suffering and emotional frustration ○ Provide comprehensive care, covering physical, psychological, social and spiritual aspects ○ Reduce the use of invasive treatment. • Understand the key points and content of palliative care in terms physical, psychological, social and spiritual aspects <ul style="list-style-type: none"> ○ Relieve symptoms ○ Induce positive emotion ○ Provide social support ○ Provide spiritual care • Understand the range of work provided by the multi-disciplinary team in palliative care • Understand the content of individual palliative care plan for elderlies • Understand the community resources and other support in palliative care, such as: <ul style="list-style-type: none"> ○ Home visit ○ Patient-sharing session ○ Social activities • Understand the skills to build rapport with elderlies and their families <p>2. Provide palliative care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the content of individual palliative care plan for elderly, and arrange appropriate treatments and services covering physical, psychological, social and spiritual aspects, such as: <ul style="list-style-type: none"> ○ Provide medications or other assistive measures to alleviate pain and ease discomfort ○ Provide counselling to elderlies and their families ○ Organize social group activities to help elderlies build a support network ○ Arrange group sharing sessions for elderlies, help them learn to forgive and understand others' situations ○ Provide regular home visits and home care. • Determine the order of priority in handling the cases according to elderlies' conditions and needs, and how seriously their symptoms affect their daily life. Coordinate and integrate the relevant palliative care services and treatments, such as: <ul style="list-style-type: none"> ○ follow-up medical appointments ○ Rehabilitation training

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	<ul style="list-style-type: none"> ○ Hospital admission for treatment • Explain to the responsible staff about the palliative care measures, provide appropriate guide and supervise their execution • Monitor elderlies' conditions regularly, adjust the content of palliative care when needed or refer the cases to the professionals • Utilize relevant community resources, make referrals and help elderlies apply for relevant services, and follow up with the situation • According to elderlies' wish and preference, help their family and relatives deal with various tasks and issues after elderlies' death when needed, including burial arrangement, and execution of the will. • Document the content of palliative care provided properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Take initiative to care for elderlies' needs and listen to their requests attentively • Build rapport with elderlies and respect their right of choice • Help elderlies' prepare for their death; help them come to terms with death calmly and peacefully
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to arrange appropriate palliative care according to the content of palliative care plan for elderlies, coordinate and integrate relevant palliative care services and treatment; and • Ability to supervise the progress of relevant palliative care and elderlies' physical conditions, and adjust the content of palliative care accordingly.
Remark	<p>Centre of Behavioral Health, University of Hong Kong-Palliative treatment http://enable.hku.hk/enable/tch/project_enable/enablealliance/images/HKBuddhistHospital.pdf</p>

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Unit of Competency is applicable across different functional areas

Title	Provide Psychological Support to Mentally impaired Patients
Code	106224L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide counselling service. This Competency involves the abilities to analyse and make correct judgement. Employees are required to assess the psychological conditions of psychiatric patients, analyse their psychological needs according to the procedures and guidelines of the institution on psychological support services for psychiatric patients, so as to provide appropriate psychological support.
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on psychiatric patients and their psychological needs</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the procedures and guidelines of the institution on providing psychological support services to psychiatric patients • Understand the types of psychiatric illnesses, their relevant symptoms and their possible causes • Understand the skills required to assess psychological conditions of psychiatric patients and to analyse their psychological needs • Understand the skills to build trustful rapport with psychiatric patients • Understand the community resources supporting psychiatric patients <p>2. Provide psychological support to psychiatric patients</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess the psychological conditions of psychiatric patients and the possible causes of illness, analyse their psychological needs, and provide suitable psychological support, such as: <ul style="list-style-type: none"> ○ Improve personal self-efficiency and self-value <ul style="list-style-type: none"> ▪ Help patients accept the fact that they are ill ▪ Enhance patients' self-care ability and skills for living in the community to boost their confidence ○ Reduce patients' sense of loneliness and refusal, help others accept them <ul style="list-style-type: none"> ▪ Assist patients to improve communication skills ▪ Teach patients the skills manage stress and control emotions; inform them of the channel to express and relieve their emotions ▪ Teach patients ways to manage social conflicts ▪ Encourage patients to participate in social activities more often, expand their social circle and strengthen their interpersonal relationships, so as to bring more care and support to patients • Build trustful rapport with patients to reduce their psychological stress, such as: <ul style="list-style-type: none"> ○ Communicate with patients in a supportive, encouraging, concerning and accepting manner ○ Arrange a comfortable and private environment and build a relaxing and harmonious atmosphere. • Refer patient to suitable community resources when needed <p>3. Exhibit professionalism</p>

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Unit of Competency is applicable across different functional areas

	<p>Be able to</p> <ul style="list-style-type: none">• Provide support to patients in an equal manner without any bias or discrimination• Care for the personal feelings of patients, provide support and show understanding in order to build their confidence and trust
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to assess the psychological conditions of psychiatric patients and analyse their needs for psychological support, and provide appropriate psychological support according to the procedures and guidelines of the institution, so as to help them join the community.
Remark	

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Functional Area - Clinical Care

Title	Refer elderlies to Medical Specialties for consultation
Code	106013L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care and rehabilitation services to elderlies. This Competency involves the abilities of critical analysis and assessment. Employees are required to assess elderlies' conditions and physical status, and refer them to suitable medical specialists according to their needs, so as to ensure elderlies receive the most suitable treatments.
Level	5
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on specialist treatment</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the current healthcare system in Hong Kong, including: <ul style="list-style-type: none"> ○ Division of specialties ○ Public and private sectors. • Understand the content of various specialties, including: <ul style="list-style-type: none"> ○ Fee structure ○ Examinations and treatments offered ○ Procedures and ways of making referral ○ Approximate waiting time • Understand the ways and skills to assess the needs of specialist treatment for elderlies <p>2. Refer the elderly that requires specialist treatment</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess the elderlies current physical conditions, and consider various factors determining elderlies' needs and the types of specialist treatments available, such as: <ul style="list-style-type: none"> ○ Effects of current treatments ○ Needs for further tests, examinations and treatments ○ Expected effects of specialist treatments ○ Financial implications • Explain to elderlies and their family whether specialist treatments are necessary and the arrangement for such referrals • Refer elderlies to the required specialist treatments, including: <ul style="list-style-type: none"> ○ Provide relevant medical reference ○ Contact the medical specialty ○ Book appointment ○ Document all relevant referral information clearly, and follow up with the elderlies' conditions after receiving specialist treatments <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Analyse elderlies' need for specialist treatment with professional knowledge and assessment skills • Provide support to elderly and ease their anxiety
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is:

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	<ul style="list-style-type: none">• Ability to assess physical conditions of elderly, analyse their needs for specialist treatment, and refer them to suitable medical specialists.
Remark	

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Functional Area - Clinical Care

Title	Formulate Personal Advanced Care Plans for elderlies
Code	106014L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves abilities of critical analysis and making judgment, including health assessment, nursing diagnosis, planning and reviewing the effectiveness of the plan. Employees are required to assess the care need of elderlies and design appropriate personal advanced care plan according to the health assessment of the elderlies, in order to manage chronic diseases and improve elderlies' quality of health.
Level	5
Credit	5 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on personal advance care plan for elderly</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the common chronic diseases among the elderly and how they influence their daily life, such as: <ul style="list-style-type: none"> ○ Food choice restrictions for elderlies with diabetes ○ Mobility level and self-care ability among post-stroke elderlies • Understand the care procedures including: <ul style="list-style-type: none"> ○ Health assessment ○ Establish nursing diagnosis and formulate care plans ○ Implement care procedures and review the effectiveness • Understand the skills required to conduct health assessment for elderlies • Understand the skills required to confirm elderlies' health issues and to make nursing diagnosis • Understand elderlies' needs in a personal advanced care plan, and the measures that improve their health • Understand the format of drafting a care plan and the analytic skills required, such as: <ul style="list-style-type: none"> ○ Make nursing diagnosis in PES format ○ Set up care objectives in SMART format <p>2. Design personal advanced care plans for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess the health conditions of elderly patients comprehensively by various means, and collect health data, such as: <ul style="list-style-type: none"> ○ Body check ○ Use clinical charts ○ Interview ○ Laboratory reports ○ Medical advices from specialist • Analyse health data of elderlies, make existing or potential nursing diagnosis, and determine the order of priority in care need, according to on the disease's impact on their health and daily life • Formulate objectives of care plan based on nursing diagnosis • Focus on elderlies' advanced care needs, design personal care measures • Ensure that relevant care measures and specialist treatments can achieve the objectives in the care plan • Through effective communication channels, make the elderlies and their caregivers to understand and agree on the content of the care plan

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	<ul style="list-style-type: none"> Review the effectiveness of the care plan regularly and to make adjustments when needed After formulating the care plan, document the details in written and proper format <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Design personal advanced care plan for elderlies objectively using professional knowledge, while respecting elderlies' and/or their families' right of choice Be mindful of elderlies' individual needs, accommodate their personal habits and lifestyle as far as possible
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to analyse relevant health data, make nursing diagnosis using professional knowledge, and formulate appropriate advanced care plan after assessing elderlies' health conditions; Ability to evaluate the effectiveness of personal advanced care plan, analyse and adjust accordingly; and Ability to document the details in personal advanced care plan in proper format.
Remark	<p>Employees implementing this unit of competency are supposed to have knowledge on common chronic diseases among the elderly and respective care procedures.</p>

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Functional Area - Clinical Care

Title	Monitor the Advanced Personal Care for Elderlies
Code	106015L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves the ability to critically analyse and integrate relevant information. Employees are required to monitor the implementation of care procedures according to elderlies' needs for advanced personal care, and ensure elderlies receive care service of good quality.
Level	5
Credit	5 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on the quality of advanced personal care for elderly</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the common chronic diseases among the elderly and how they influence their daily life • Understand personal advanced care plans for elderlies • Understand the methods to monitor the quality of advanced personal care • Understand the methods to monitor the quality of care and to collect data on the quality of care • Understand the methods to determine quality of care by analysing the data collected from observations • Understand the common benchmark of the quality, for example, number of falls, or number of pressure sores. • Understand the professional knowledge on improving the quality of care • Understand the format and skills for drafting an observation report <p>2. Monitor the quality of advanced personal care for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Monitor the quality of care comprehensively, collect data using various methods including: <ul style="list-style-type: none"> ○ Use relevant charts such as, Home Care Quality Indicators – InterRAI ○ Use relevant data, such as the number and frequency of pressure sores on the elderlies, to monitor the quality of pressure sore preventive care ○ Make clinical observation, for example, observe the skills of employees when moving or transferring a post-stroke patient ○ Interview elderlies to understand their level of satisfaction towards the quality of care • Analyse the data collected from observation, determine the quality of care, and formulate proposal to improve quality • Draft reports based on the result of observation and make relevant recommendations to improve quality of care <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Take note of any unique circumstances of individual elderlies and monitor their conditions for long-term comparison
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are:

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	<ul style="list-style-type: none">• Ability to monitor the quality of care using various methods, effectively analyse the obtained data on quality of care using professional knowledge, and determine the quality of care; and• Ability to give recommendations on improving the quality of care based on the result of observation and prepare relevant reports.
Remark	Employees implementing this unit of competency are supposed to have knowledge on common chronic diseases among elderlies and personal advanced care plan for elderlies.

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Functional Area - Clinical Care

Title	Provide Physical Check-up
Code	106016L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves the ability to analyse information critically and perform assessment. Employees are required to assess the physiological health conditions of elderlies by conducting professional and standardized examinations, analyse the results of physical check-up, in a view to identify health problems and provide appropriate guidance, as well as to write physiological health assessment reports for elderlies.
Level	5
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge on physical check-up for elderly</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the impact of ageing on elderlies' physiological systems and their symptoms • Understand the common diseases among elderlies and their symptoms • Understand how various diseases impact the physiological systems, such as: <ul style="list-style-type: none"> ◦ Diabetes affects nerves and blood vessels, and could cause foot ulceration ◦ Stroke causes paralysis of half of the body. • Understand various standard methods, skills and theories of body check • Understand the skills for interpreting body check results • Understand the methods of writing physiological health assessment report, including word choices, perspectives, principles and applications <p>2. Perform physical check-up</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform physical check-up for elderlies systematically from head to toe using appropriate examination skills • Perform examinations to pinpoint a certain system or organ when results are abnormal • Analyse the assessment result comprehensively and identify elderlies' health problem • Provide appropriate guidance and recommendations according to the specific health problem of elderlies • Refer the case to appropriate healthcare services for further check-up or treatment • Write comprehensive health assessment reports and explain clearly to elderlies <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Respect and protect personal privacy of elderlies when providing physical check-up • Respect elderlies' right of choice without forcing them to receive examinations • Ensure the assessment and examination skills used are up to the latest standard • To cope with the special needs and body conditions of elderlies, perform long- term follow-up check-ups for comparison
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to apply various methods of physical check-up correctly with professional knowledge and skills, provide physical check-up to elderlies systematically; and • Ability to analyse elderlies' health conditions with professional knowledge, provide appropriate guidance, and draft health assessment report.

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Functional Area - Clinical Care

Remark	Employees implementing this unit of competency are supposed to have knowledge on the ageing process of elderlies, common chronic diseases among the elderly and their impacts on physiological systems.
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Functional Area - Clinical Care

Title	Monitor Complications arising from diseases
Code	106017L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical nursing care to elderlies. This Competency involves the ability to critically analyse information and perform assessment. Employees are required to assess the signs and symptoms of elderly patients, analyse and identify the possible complications appeared according to signs and symptoms, determine the severity, so as to provide interventions and make referral in timely manner, to reduce the impact of disease on elderlies.
Level	5
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic relevant knowledge on complications of disease</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the common diseases among the elderly, their symptoms, complications and relevant pathophysiology • Understand the methods to monitor disease complications • Understand the methods to analyse various monitoring readings • Understand the management of complications, including emergency management • Understand the skills to document and draft reports <p>2. Monitor complication arising from diseases</p> <p>Be able to</p> <ul style="list-style-type: none"> • Verify identity, ensure the correct identity of elderly • Understand and assess elderlies' body conditions using various methods, such as: <ul style="list-style-type: none"> ○ Studying their medical history ○ Apply visual inspection, auscultation, palpation and percussion to examine elderlies physically ○ Utilize devices for observation and measurement, such as stethoscope and blood glucose monitoring device ○ Review the medical record of elderlies, interview them and their families to look for relevant information related to the illness • Analyse the data collected from observation, identify the complications and symptoms, and determine its severity • Perform immediate management for patients with acute complications, such as: <ul style="list-style-type: none"> ○ Provide oxygen or perform resuscitation ○ Provide medications. • Refer the cases to appropriate healthcare professionals if necessary, such as: <ul style="list-style-type: none"> ○ Seek assistance from doctor before adjusting the medication routine ○ Refer the case to dietitian to improve elderlies' diets • Record the conditions of elderlies accurately, monitor the figures closely and perform care procedures <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Use professional knowledge and skills, and give appropriate assessment to elderlies • Take note of possible complications and symptoms early on to prevent the condition from worsening

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Functional Area - Clinical Care

	<ul style="list-style-type: none">• Understand the special conditions and needs of individual elderlies, and provide follow-up checks for long-term comparison
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to monitor elderlies' symptoms of complication appropriately by assessment and analysis, provide appropriate management and make referrals to healthcare professionals; and• Ability to document elderlies' conditions of complication and the care procedures accurately.
Remark	Employees implementing this unit of competency are supposed to have knowledge on the common diseases among the elderly.

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Unit of Competency is applicable across different functional areas

Title	Formulate Staff Training on Clinical Care
Code	106228L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who are responsible for human resource management. This Competency involves the ability to critically analyse and integrate relevant information. Employees are required to analyse the available resources in the department and determine the need of staff training and development, in order to formulate relevant staff training scheme, to enhance staff's knowledge and skills in providing relevant services, and to ensure the provision of appropriate care to elderlies for elevation of service standard.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on clinical staff training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the relevant theories in Human Resource Management • Understand the available resources in the department, including: <ul style="list-style-type: none"> ○ Availability of funding ○ Time ○ Availability of space and venue ○ Relevant professional knowledge and skills. • Understand the scope of clinical nursing care training, such as: <ul style="list-style-type: none"> ○ Infection control ○ General nursing care procedures, such as offering assistance to administer medications. ○ Special nursing care procedures, such as operating an electrocardiogram machine and wound care. • Understand the scope of clinical nursing care services provided by the institution and future development of such services • Understand staff's knowledge and skills on clinical nursing care, and the training they need • Understand the relevant information to be collected for training purpose and how to collect it, such as: <ul style="list-style-type: none"> ○ Assessment of work performance ○ Staff's opinions ○ Opinions from elderlies and their families. • Understand the recognized institutions or qualified professionals who provide relevant training in the community <p>2. Design staff training scheme for clinical nursing care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess the knowledge level of in-service staff on clinical nursing care in order to choose appropriate training mode and direction when formulating staff training scheme • Analyse the competence level of in-service staff on clinical nursing care according to the scope of the institution's clinical nursing care service and possible future development, take note of any training areas that need strengthening, in order to determine the required training modules, which employees need to be trained, and their order of priority for training.

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Unit of Competency is applicable across different functional areas

	<ul style="list-style-type: none"> When designing staff training programme, invite healthcare professionals to be instructors or solicit service from recognized training providers so that staff can acquire the most relevant knowledge and skills Formulate indicators for assessing the effectiveness of staff training in order to ensure staff acquire knowledge and skills as expected, and to set a benchmark for future relevant training. These markers include: <ul style="list-style-type: none"> Number of staff trained Improvement in staff performance Opinions from staff. Formulate an evaluation mechanism to review the training programme, to ensure effectiveness and that objectives have been achieved Document the training programme properly to facilitate evaluation and follow-up actions in the future <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Ensure the training programme helps enhance the clinical nursing care skills and quality of service provided by the staff
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to formulate staff training programme according to the training needs in providing clinical nursing care services, the scope of clinical nursing care service of the institutions and any possible future development; Ability to provide recognized professional knowledge and skill training to staff so as to enhance the quality of their clinical nursing care service; and Ability to regularly evaluate and assess the effectiveness of the training programme and to make improvement if necessary.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Formulate Palliative Care Plan
Code	106229L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide general care services or clinical nursing care to elderlies. This Competency involves critical analysis, re-organization, assessment and integration of information from different sources. Employees are required to perform comprehensive and multi-disciplinary assessment, analyse elderlies' needs for palliative treatment, and design appropriate palliative care plan to ensure peace and comfort in the last stage of their life.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on palliative care plan</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the objectives and advantages of palliative treatments, such as: <ul style="list-style-type: none"> ○ Alleviate physical suffering and emotional frustration ○ Provide comprehensive care, covering physical, psychological, social and spiritual aspects ○ Reduce the use of invasive treatment • Understand the common physical and psychological problems among the elderly in their late stage of life, such as: <ul style="list-style-type: none"> ○ Physically, pain, weakness in the limbs, poor appetite, and insomnia. ○ Psychologically, depression, anxiety, and fear • Understand the range of work provided by the multi-disciplinary teams providing palliative treatment • Understand the process of formulating a care plan, the content and purpose, such as: <ul style="list-style-type: none"> ○ Perform comprehensive assessment, including relevant assessment / measurement tools ○ Execute the care plan ○ Review the care plan. • Understand the resources and other supports in palliative care, such as: <ul style="list-style-type: none"> ○ Volunteer visits ○ Patient-sharing session ○ Social activities. • Understand the skills to build rapport with elderlies and their families • Understand the skills to draft a care plan <p>2. Design palliative care plan</p> <p>Be able to</p> <ul style="list-style-type: none"> • Under assistance from various professional disciplines, perform comprehensive and multi-disciplinary assessments on elderlies to understand the present general condition of elderly, such as: <ul style="list-style-type: none"> ○ Physical symptoms, especially pain or discomfort ○ Mobility level and self-care ability ○ Emotions and stress ○ Family relationship and family issues ○ Personal value ○ Cultural background

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	<ul style="list-style-type: none"> Analyse elderlies' condition, identify their needs in physical, psychological, social and spiritual aspects, provide and prepare information on burial, funeral, and writing a will, and help elderlies fulfil their wishes Formulate the objectives of palliative care plan and their order of priority according to elderlies' conditions and needs and how their life is affected Design personalized care plans following the objectives, and provide treatment and support to elderlies and their families Gain understanding and consent from elderlies and their caregivers towards the content of palliative care plan, through effective communication channels Via communication and monitoring mechanisms, ensure the relevant staff members understand and faithfully implement the palliative care plan that was set up Evaluate the effectiveness of palliative care plan regularly, and make adjustments if needed Document the content of palliative care plan and save or file it properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Design palliative care plan using professional knowledge Build rapport with elderlies, show empathy, and keep an objective attitude Respect elderlies' right of choice and formulate personalized plans to meet elderlies' different needs
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to analyse elderlies' problems, according to the result of comprehensive and multi-disciplinary assessment, and identify elderly needs in physical, psychological, social and spiritual aspects, so as to formulate the appropriate palliative care plan; and Ability to evaluate the effectiveness of palliative care plan and make adjustments.
Remark	<p>Centre of Behavioural Health, University of Hong Kong-Palliative treatment http://enable.hku.hk/enable/tch/project_enable/enablealliance/images/HKBuddhistHospital.pdf</p>

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Functional Area - Clinical Care

Title	Design Special Diet Menus
Code	106018L6
Range	This Unit of Competency is applicable to staff providing clinical nursing in the elderly care service industry. This Competency involves the abilities of critical analysis and judgment. Employees are required to integrate the data on elderlies' diet and condition by applying their abundant specialized knowledge on nutrition, to design special diet menus for elderlies, and evaluate the effectiveness of diet on improving elderlies' nutritional status and control their health problems, so as to promote the overall dietary health of elderlies.
Level	6
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on Special Diet Menus for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the cause for and pathophysiology of elderlies' special needs, such as: <ul style="list-style-type: none"> ○ Swallowing difficulties ○ Malnutrition ○ Disease ○ Treatments they are currently receiving • Understand the ways to assess elderlies' diet • Understand special menus commonly consumed by elderlies and their relevant nutritional and biological knowledge, such as: <ul style="list-style-type: none"> ○ Low-calories menu ○ Menu for those with swallowing difficulties ○ Low-sodium menu • Understand the techniques required to design individualized menus • Understand elderlies' food preference by making reference to their backgrounds and local culture • Understand the ways to design special menus • Understand the ways to evaluate special menus' effectiveness in improving the nutrition and health of elderlies <p>2. Designing special menus</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess dietary and health conditions of elderlies, such as: <ul style="list-style-type: none"> ○ Nutritional assessment ○ Swallowing ability assessment ○ Medical history ○ Treatments undertaken in the past and at present • Analyse the results of the assessment and integrate data from different sources to determine why elderly need special meals, such as: <ul style="list-style-type: none"> ○ To control blood glucose level with diet ○ Post-stroke elderlies with swallowing difficulty require pureed food to prevent aspiration pneumonia • Design individualized menus depending on reasons why elderlies need special meals, such as: <ul style="list-style-type: none"> ○ Provide additional nutrients; for example, elderlies with cancer require intake of more nutrients than others

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	<ul style="list-style-type: none"> ○ Overcome swallowing difficulties; for example, post-stroke elderlies with swallowing difficulty require pureed food to reduce risk of choking ○ Control diseases; for example, elderlies with diabetes require food with lower glycemic index to stabilize blood glucose level ○ Avoid interference with current treatment regime; for example, some elderlies taking anti-coagulant have to avoid food with vitamin K ○ Respect elderlies' food preference; for example, some elderlies may avoid specific food items due to religious or personal reasons • Design special menus for individuals, including contents such as, <ul style="list-style-type: none"> ○ Ingredients; for example: beef, peanuts ○ Nutritional value; for example, amount of fat and protein ○ Ways to prepare; for example, pureeing the food or cooking till mushy. ○ Ways to cook; for example, avoid deep or shallow-frying and avoid spicy condiments. ○ Additional ingredients; for example, thickener, or protein powder. ○ Reasons for specific needs; for example, low-sodium, low-calories diets • Evaluate elderlies' nutritional and health conditions, for example, body weight, blood glucose level, and blood pressure.; amend special menu according to their appetite, and dietary and health conditions <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Follow proof-oriented guidelines to design special menus • Respect elderlies personal food preference
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess elderlies' dietary and health conditions, analyse their reasons for needing special meals, integrate data from various sources in order to design special menus suitable for elderlies; and • Ability to design special menus properly and amend their content according to changes of eating behaviour and conditions of elderlies.
Remark	

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Functional Area - Clinical Care

Title	Perform Contact Precautions
Code	106019L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical nursing and services to elderlies. Under the supervision and according to the guidelines of the institution on infection control, employees are required to perform contact precautions by preventing transmission of diseases via contact.
Level	2
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on contact precautions</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the guidelines of the institution on infection control • Understand the basic knowledge on infectious diseases, for example, chain of infection, source of infection, transmission routes and the relationship between infective agents and host. • Understand contact precautions and their scope of application, such as: <ul style="list-style-type: none"> ○ Proper hand hygiene procedures ○ Procedures of disposing of contaminated wastes and items ○ Environmental cleansing measures ○ Proper use of personal protective equipment ○ Proper donning and doffing of personal protective equipment ○ Appropriate isolation measures. <p>2. Perform contact precautions</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform relevant preventions for elderlies with diseases transmitted by contact, including: <ul style="list-style-type: none"> ○ Implement isolation measures: use isolation room, designated equipment, limit visitation. ○ Perform environmental cleansing ○ Use personal protective equipment properly ○ Don and doff personal protective equipment properly ○ Adopt proper hand hygiene measures ○ Dispose of contaminated items properly ○ Handle contaminated items properly after use • Notify the Centre for Health Protection and inform Social Welfare Department when needed <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Strictly follow the guideline of the institution on infection control to prevent the transmission of infectious diseases • Be mindful of elderlies' discomfort and fear towards isolation, and provide appropriate explanations and offer comfort
Assessment Criteria	The integrated outcome requirements of this Unit of Competency is:

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	<ul style="list-style-type: none">• Ability to correctly perform contact precautions, according to the guidelines of the institution on infection control, to prevent elderlies from being infected.
Remark	Reference: Hong Kong Department of Health, Centre for Health Protection (2007) Guidelines on Prevention of Communicable Diseases in Residential Care Homes for the Elderly.

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Functional Area - Clinical Care

Title	Perform Droplet and Airborne Precautions
Code	106020L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry providing clinical nursing care to elderlies. According to the guidelines of the institution on infection control and under the supervision, employees are required to execute preventive measures against diseases spread through droplets or air, in order to prevent the transmission of communicable diseases.
Level	2
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to preventive measures against diseases spread through droplets or air</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the guidelines of the institution on infection control • Understand fundamental knowledge about infectious diseases, for example, chain of infection, source of infection, mode of transmission and the relationship between infective agents and hosts, . • Understand the preventive measures against communicable diseases spread through droplets or air and their scope of application, such as: <ul style="list-style-type: none"> ○ Proper hand hygiene procedures ○ Procedures for disposal of contaminated wastes and items ○ Environmental cleansing measures ○ Proper use of personal protective equipment ○ Proper donning and doffing of personal protective equipment ○ Appropriate isolation measures <p>2. Implementation of preventive measures against diseases spread through droplets or air</p> <p>Be able to</p> <ul style="list-style-type: none"> • Implement relevant preventive measures on any elderly who has contracted a disease spread by droplets or air, including: <ul style="list-style-type: none"> ○ Adopting isolation measures, including the use of negative pressure isolation room, proper ventilation, designated equipment, and restriction on visitation. ○ Implementing environmental cleansing measures, disinfect floors, beds and equipment. regularly with the appropriate disinfectants ○ Proper use of personal protective equipment by properly wearing and removing surgical or N95 mask, cap, protective gown and gloves. ○ Donning and doffing of personal protective equipment properly ○ Adopting proper hand hygiene measures, applying disinfectant and rubbing hands with proper procedures if necessary. ○ Disposing of contaminated items properly, for example, used diapers, cotton wool, bandages and gloves ○ Handling contaminated items properly after use, for example, contaminated linens and equipment ○ Maintain good indoor ventilation • Report to Centre for Health Protection and inform Social Welfare Department when necessary <p>3. Exhibit professionalism</p>

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	<p>Be able to</p> <ul style="list-style-type: none">• Strictly follow the guidelines of the institution on infection control in order to prevent transmission of communicable diseases• Be mindful of the anxiety and fear experienced by the isolated elderlies and provide suitable explanations and offer comfort
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to properly implement preventive measures against diseases spread through droplets and air in compliance with the organization guidelines on infection control, in order to protect elderlies from being infected.
Remark	<p>Reference: HKSAR Department of Health, Centre for Health Protection Guidelines on Prevention of Communicable Diseases in Residential Care Homes for the Elderly (revised at 2007).</p>

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Functional Area - Clinical Care

Title	Perform Preventive Measures against Diseases Transmitted by Common Vectors (such as water)
Code	106021L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical nursing care to elderlies. According to the guidelines of the institution on infection control and under supervision, employees are required to take measures to prevent diseases transmitted by common vectors (such as water) from spreading.
Level	2
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on diseases transmitted by common vectors (such as water)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the guidelines of the institution on infection control • Understand fundamental knowledge about communicable diseases, for example, chain of infection, source of infection, mode of transmission and the relationship between infective agents and hosts. • Understand the transmission mechanism of common vectors, such as: <ul style="list-style-type: none"> ○ Bacteria on hands may contaminate food or water ○ E. coli may be transmitted by water or food. • Understand the diseases that can be transmitted by common vectors and their infective agents, such as: <ul style="list-style-type: none"> ○ Consumption of water or food contaminated with excessive e. coli may lead to diarrhoea ○ Consumption of water or food contaminated with cholera may lead to vomiting and diarrhoea ○ Use of contaminated containers. • Understand the preventive measures against diseases transmitted by common vectors and their scope of application <p>2. Implementation of preventive measures against diseases transmitted by common vectors (for example, water)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Follow the guidelines of the institution on infection control and implement preventive measures against diseases spread by common vectors, such as: <ul style="list-style-type: none"> ○ Select food that is fresh and has been inspected by the authorities ○ Use water from approved sources, including tap water, and bottled water from licensed manufacturers. ○ Disinfect water and food, for example, sterilize water by heat or chemicals ○ Store food and water properly, for example, keep water in clean containers, discard the water and replenish with fresh water from time to time ○ Cook food thoroughly before consumption ○ Use proper disinfection method to disinfect water and food containers, for example, with heat or chemicals ○ Ensure the environment is clean and hygienic, including rooms, kitchen, and toilets. ○ Implement hand hygiene procedures, including clean your hands before and after being in contact with elderlies, after touching elderlies' belongings, and before touching food and eating utensils

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	<ul style="list-style-type: none"> Report to Centre for Health Protection and inform Social Welfare Department when necessary <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Strictly follow the guidelines of the institution on infection control to prevent transmission of communicable diseases Be mindful of the anxiety and fear experienced by isolated elderlies, provide suitable explanations and offer comfort
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> Ability to properly execute the preventive measures against diseases transmitted by common vectors (such as water) in compliance with the organization guidelines on infection control, in order to protect elderlies from being infected.
Remark	<p>Reference : HKSAR Department of Health, Centre for Health Protection Guidelines on Prevention of Communicable Diseases in Residential Care Homes for the Elderly (revised at 2007).</p>

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Functional Area - Clinical Care

Title	Perform Preventive Measures against Vector-borne (Insects) Diseases
Code	106022L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical nursing care to elderlies. This Competency requires employees to perform preventive measures against vector-borne (insects) diseases under supervision according to the guidelines on infection control of the institution. in order to prevent the transmission of vector - borne (insects) diseases
Level	2
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to preventive measures against vector-borne (insects) diseases</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand guidelines on infection control of the institution • Understand fundamental knowledge on communicable diseases, for example, chain of infection, source of infection, mode of transmission and the relationship between infective agents and hosts. • Understand vector-borne (insects) diseases and their infective agents, for example, dengue fever and Japanese encephalitis can be transmitted by mosquitoes • Understand the preventive measures against vector-borne (insects) diseases and their scope of application <p>2. Perform preventions of vector-borne (insects) diseases</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform preventive measures against being infected by insects (for example, mosquito bites) correctly, such as: <ul style="list-style-type: none"> ◦ When elderlies stay outdoors, remind or assist the elderly to wear suitable clothing covering their skin, and use mosquito repellents or anti-mosquito devices. ◦ When elderlies stay indoors, install anti-mosquito devices, for example, mosquito screens or bed nets • Sever the breeding of insects (for example, mosquitoes) correctly, including: <ul style="list-style-type: none"> ◦ Reduce the accumulation of stagnant water by using covered dustbins and tightly-covered containers ◦ Eliminate pockets of stagnant water regularly by draining water in the drainage plates under planters, and on bathroom and kitchen. floor • Enquire the travel history of elderlies, inform healthcare practitioners promptly of the travel history in case they visited areas where vector-borne (insects) diseases are prevalent • Report to Centre for Health Protection and inform Social Welfare Department when necessary <p>3. Demonstration of professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Strictly follow the guidelines on infection control of the institution in order to prevent transmission of communicable diseases • Be mindful of the anxiety and fear of isolated elderlies, provide suitable explanations and offer comfort

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Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to properly execute preventive measures against vector-borne (insects) diseases in compliance with the organization guidelines on infection control, to protect elderlies from being infected.
Remark	<p>Reference : HKSAR Department of Health, Centre for Health Protection http://www.chp.gov.hk/tc/content/9/24/19.html</p>

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Functional Area - Clinical Care

Title	Understand and Implement the Immunization Measures
Code	106023L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical nursing care to elderlies. This Competency involves abilities of critical analysis and assessment. Employees are required to assess the immunity and risk of infection of the elderlies with professional methods according to the procedures and guidelines on immunization of the institution and relevant health organizations, and implement immunization measures, in order to minimize the chance of infection
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to diseases and immunization</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the causes and preventions of different diseases • Understand the updated immunization guidelines from local and international health organizations • Understand the advantages of immunization on elderlies, for example: <ul style="list-style-type: none"> ◦ Reduce mortality rate ◦ Minimize the emergence of complications • Understand the duration of protection of immunization • Understand the techniques in explaining the importance of immunization to elderlies and their family • Understand the proper methods to store vaccines • Understand the guidelines on performing immunization of the institution • Master the procedures and techniques of vaccine injection <p>2. Understand and implement immunization programmes</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess the risk of infection and the possible side effects accurately • Explain to elderlies and their family the importance of immunization and seek their consent • Analyse the assessment result and select the appropriate immunization for elderlies • Perform immunization correctly in compliance with the international standard, to ensure elderlies' health and reduce the risk of infection • Observe the health conditions of elderlies after immunization, and provide follow-up care when necessary • Record all performed immunization properly and health conditions of elderlies • Repeat the performance of immunization regularly to ensure elderlies have strong immunity <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Apply professional knowledge to assess the immunity of elderlies, and adopt suitable immunization
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are:

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	<ul style="list-style-type: none">• Ability to follow the procedures and guidelines of the institution and relevant health organizations in assessing the immunity and risk of infection of elderlies; and• Ability to apply professional knowledge to analyse assessment results and perform suitable immunization.
Remark	

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Functional Area - Clinical Care

Title	Understand Medication (including General and Psychiatric Medicines)
Code	106024L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical nursing care to elderlies. This Competency involves abilities of analysis and making correct judgment. Employees are required to have knowledge on medications and to handle medication correctly according to the learning resources provided by the institution .
Level	3
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Fundamental knowledge about drugs</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Understand fundamental pharmacological knowledge, including the types of medication, their effects, side effects, usual dosage, routes of administration and expected therapeutic effects. • Understand the principles in checking medication, including the "3 Checks and 5 Rights" principle • Understand the security, storage and management of medication • Understand drug safety and the proper handling of medication • Understand the dosage unit of different medication, the measurement and calculation • Understand the different names of medication, including the generic names and brand names • Understand how to read doctors' prescription, including: <ul style="list-style-type: none"> ○ Recognized abbreviation of medication ○ Dosage units ○ Abbreviation of frequency and route of administration <p>2. Understand medication</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Participate regularly in training courses and sharing sessions provided or recommended by the institution, to acquire updated information • Enquire healthcare professionals about issues on different medication • Identify the clinical effects and side-effects of different medication <p>3. Exhibit professionalism</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Regularly participate in training courses recognized by the institution to acquire updated medication knowledge • Take initiative to acquire new medication knowledge
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to acquire fundamental knowledge and updated medication information, so as to ensure proper handling of medication.
Remark	For details of the frequently used medication in residential care homes, please refer to Guide on Drug Management in Residential Care Homes.

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Functional Area - Clinical Care

Title	Distribution of Oral Medicine
Code	106025L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves abilities to make judgement. Employees are required to distribute oral medication prescribed by medical doctors to elderlies according to the guidelines on such distribution of the institution, so as to ensure elderlies receive proper treatments.
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of oral medications</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand basic pharmacology, including different classes of medication, their actions, side effects, common dosage, routes of administration and the expected therapeutic effects • Understand the principles of checking and verifying prescriptions, including the “3 checks and 5 rights” principle • Understand method of drug security, storage and management • Understand the units of dosage, calculation and measurement of commonly used dosage regimen • Understand doctor’s prescriptions and abbreviations, including: <ul style="list-style-type: none"> ○ name of the drug ○ dosage units and frequency of administration ○ routes of administration • Understand drug handling procedures prior to distributing medication • Understand the skills to document elderlies’ drug use appropriately <p>2. Giving oral medication</p> <p>Be able to</p> <ul style="list-style-type: none"> • Check and verify the prescription of oral medication using “3 checks and 5 rights” principle • Explain to elderlies the possible reaction after taking medications • Assess elderlies’ self-care and swallowing ability; help elderlies take the medication orally if necessary • Prepare oral medication according to needs prior to distribution, for example: <ul style="list-style-type: none"> ○ Dilute or dissolve the medication in water ○ Crush or cut the medications with appropriate tools ○ Mix medication into a paste for those with swallowing difficulty ○ Dissolve crushed medications in warm water before administering via feeding tube • Monitor elderlies’ conditions after administration of medications • Document properly the medication used, the process of administering and the response to medications • Handle surplus or expired medication properly • Check the dosage carefully to avoid overdose • Report to healthcare professionals immediately if elderlies develop adverse drug reactions after taking the medication

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Give medication to elderlies according to doctor's prescription safely and accurately• Be mindful of elderlies' condition when taking medication orally and cater for those with special swallowing needs; maintain their confidence and dignity.
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to accurately dispense oral medications according to prescriptions and guidelines of the institution; and• Ability to detect adverse drug reactions and report immediately to healthcare professionals in order to ensure elderlies' safety when taking medication.
Remark	

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Functional Area - Clinical Care

Title	Distribution of Transdermal Patch
Code	106026L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves ability to make correct judgement. Employees are required to distribute transdermal patches prescribed by medical doctors to elderlies according to the guidelines of the institution, so as to ensure elderlies receive proper treatment.
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of transdermal patches</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand basic pharmacology, including different classes of medications, their actions, side effects, common dosage, routes of administration and their expected therapeutic effects • Understand the principles on checking and verifying prescriptions, including the “3 checks and 5 rights” principle • Understand methods of drug security, storage and management • Understand the units of dosage, calculation and measurement of commonly used dosage regimens • Understand medical prescriptions and abbreviations, including: <ul style="list-style-type: none"> ○ abbreviations of approved medications ○ dosage units ○ Routes of administration • Understand the method to use transdermal patches • Understand the nursing procedures before and after the application of transdermal patches • Understand the ways to monitor possible skin reactions after application of transdermal patches • Understand the skills required to document the use of transdermal patches appropriately <p>2. Giving transdermal patches</p> <p>Be able to</p> <ul style="list-style-type: none"> • Check and verify the prescription of transdermal patches using “3 checks and 5 rights” principle • Explain to elderlies the possible reaction after application of transdermal patches • Detect the concomitant use of transdermal patches with similar pharmacological content to avoid overdose • Apply transdermal patches properly <ul style="list-style-type: none"> ○ Avoid folding the patches ○ Apply on appropriate areas of the skin, avoiding areas of poor circulation or broken skin ○ Apply and replace the patches according to the prescription • Provide appropriate nursing care before and after the application of transdermal patches, including: <ul style="list-style-type: none"> ○ Apply transdermal patches alternately on different areas of skin ○ Clean the skin thoroughly after removing the patch, avoid leaving residual medication or adhesives on the skin

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	<ul style="list-style-type: none"> • Detect possible skin reactions after applications, including: <ul style="list-style-type: none"> ◦ Abrasions ◦ Allergic reactions, such as rash, tenderness, . • Document properly the medication used, its administration and the response to the medications • Handle surplus or expired medication properly • Check the dosage carefully to avoid overdose • Report to healthcare professionals immediately if elderlies develop adverse drug reactions after applying transdermal patches <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Dispense transdermal patches according to medical prescription safely and accurately • Be mindful of elderlies' level of comfort after application of patches; ensure the transdermal patch is held firmly on the skin
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to dispense transdermal patches according to prescriptions and respective guidelines; and • Ability to detect adverse drug reactions after application of transdermal patches on elderlies, to report immediately to health care professionals, so as to ensure safety of elderlies while they are on medication.
Remark	

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Functional Area - Clinical Care

Title	Administration of Eye Drop, Ear Drop and Nasal Drop
Code	106027L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves the ability to give eye drops, ear drops and nose drops to elderlies safely and accurately according to medical doctors' prescriptions and the guidelines of the institution on administration such medications, so as to ensure elderlies receive proper treatment.
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of eye drops, ear drops and nose drops</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand basic pharmacology, including different classes of medications, their actions, side effects, common dosage, routes of administration and their expected therapeutic effects • Understand the principles to check and verify prescriptions, including the “3 checks and 5 rights” principle • Understand methods of drug security, storage and management • Understand the units of dosage, calculation and measurement of commonly used dosage regimens • Understand medical prescriptions and abbreviations, including: <ul style="list-style-type: none"> ○ name of the drug ○ dosage unit and frequency of administration ○ routes of administration • Understand the devices used to administer eye drops, ear drops and nose drops, including eye drops bottle and nose drops dropper • Understand the nursing procedures before and after the application of eye drops, ear drops and nose drops • Understand the skills to appropriately document the use of eye drops, ear drops and nose drops on elderlies <p>2. Giving eye drops, ear drops and nose drops</p> <p>Be able to</p> <ul style="list-style-type: none"> • Check and verify the prescription of eye drops, ear drops and nose drops using “3 checks and 5 rights” principle • Explain to elderlies the possible reaction after applying the medications • Provide proper nursing care before and after the application of eye drops, ear drops and nose drops, such as: <ul style="list-style-type: none"> ○ help elderlies to stay in correct posture ○ pull lower eyelids to apply eye drops ○ apply gentle pressure on nose bridge to close the tear ducts ○ clean the nostrils before applying nose drops ○ remind the elderlies the possibility of increased nasal secretions after application of nose drops ○ pull the auricle upwards after application of ear drops; remind elderlies to keep the head tilted on one side for 2 minutes • Use the devices appropriately, including the droppers of nose drops, eye drops and ear drops, and apply medications to the designated position

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	<ul style="list-style-type: none">• Document properly the medication used, its administration and elderlies' response to the medications• Handle surplus or expired medications properly• Pay attention and check elderlies' use of medication against the prescribed dosage carefully to avoid overdose• Report to healthcare professionals immediately if the elderlies develop adverse drug reactions after the medication is administered <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Administer eye drops, ear drops and nose drops according to medical prescription safely and accurately• Be mindful of elderlies' feeling after application of medications
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to accurately administer eye drops, ear drops and nose drops according to prescriptions and the guidelines of the institution; and• Ability to detect adverse drug reactions and report immediately to healthcare professionals in order to ensure elderlies' safety when using medication.
Remark	

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Functional Area - Clinical Care

Title	Administration of Suppositories
Code	106028L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves ability to make judgement. Employees are required to administer suppository prescribed by medical doctors according to the guidelines of the institution so as to ensure elderlies receive proper treatment.
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of suppository</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand basic pharmacology, including different classes of medications, their actions, side effects, common dosage, routes of administration and their expected therapeutic effects • Understand the principle to check and verify prescriptions, including the “3 checks and 5 rights” principle • Understand the methods of drug security, storage and management • Understand the units of dosage, calculation and measurement of commonly used dosage regimens • Understand medical prescriptions and abbreviations, including: <ul style="list-style-type: none"> ○ name of the drug ○ dosage unit and frequency of administration ○ routes of administration • Understand the application of suppository, including rectal and vaginal suppositories • Understand the nursing procedures before and after application of suppository • Understand the skills required to appropriately document suppository use • Understand the ways to protect the privacy of elderlies during the application of suppository <p>2. Giving suppository</p> <p>Be able to</p> <ul style="list-style-type: none"> • Check and verify the prescription of suppository using “3 checks and 5 rights” principle • Explain to elderlies the possible reaction after applying the suppository • Conduct proper nursing care before and after the application of suppository <ul style="list-style-type: none"> ○ assist elderlies to stay in correct posture, for example, lie on the side with the back facing the practitioner, bring the knees to the chest to expose the anal opening ○ remind elderlies not to exert any force to prevent the suppository from coming out after application; ask them to stay still until the medication has fully dissolved • Perform appropriate nursing procedures for suppository, such as: <ul style="list-style-type: none"> ○ apply water-soluble lubricants on gloved fingers when performing the procedure ○ use fingers to push the suppository into the rectum/vagina until it passes the anal sphincter / vaginal opening completely and stay in ○ use fingers to push the vaginal suppository into the vagina until it reaches posterior fornix in upper vagina • Take appropriate measures to protect the privacy of elderlies, for example, by performing the procedure in a separate room or by using partitions

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	<ul style="list-style-type: none"> • Document properly the medication used, its administration and elderlies' response to the medications • Handle surplus or expired medications properly • Pay attention and check elderlies' use of medication against the prescribed dosage carefully to avoid overdose • Report to healthcare professionals immediately if elderlies develop adverse drug reactions after taking the medication <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Administer suppository according to medical prescription safely and accurately • Protect the privacy of elderlies and be sensitive to the discomfort and unease caused by the procedure; maintain the dignity of elderlies
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to accurately administer suppository according to prescriptions and the guidelines of the institution; and • Ability to detect adverse drug reactions and report immediately to healthcare professionals to ensure elderlies' safety when using medication .
Remark	

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Functional Area - Clinical Care

Title	Administration of Inhalant
Code	106029L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves ability to make judgement. Employees are required to administer inhaled medications prescribed by medical doctor according to the guidelines of the institution regarding such administration so as to ensure elderlies receive proper treatment.
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of inhaled medications</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand basic pharmacology, including different classes of medications, their actions, side effects, common dosage, routes of administration and their expected therapeutic effects • Understand principle to check and verify prescriptions, including the “3 checks and 5 rights” principle • Understand methods of drug security, storage and management • Understand units of dosage, calculation and measurement of commonly used dosage regimens • Understand medical prescriptions and abbreviations, including: <ul style="list-style-type: none"> ○ name of the drug ○ dosage unit and frequency of administration ○ routes of administration • Understand the method of using of inhaled medications and skills of operating related devices • Understand the nursing procedures before and after the application of inhaled medications • Understand skills to document the use of inhaled medications properly <p>2. Dispensation of inhaled medications</p> <p>Be able to</p> <ul style="list-style-type: none"> • Check and verify the prescription of inhaled medications using “3 checks and 5 rights” principle • Explain to elderlies the possible reaction after administration of the medications • Conduct proper nursing procedures before and after the application of inhaled medications, such as: <ul style="list-style-type: none"> ○ assist elderlies to stay in proper posture ○ instruct elderlies to breathe out gently before inhaling the medication ○ wait for 30 seconds before administering another inhaled medication ○ rinse mouth after using inhaled corticosteroids in order to reduce the risk of oral cavity infections • Use different kinds of inhalers properly, for example, metered-dose inhalers and dry-powder inhalers • Provide assistive devices, such as spacers and facemasks, to those who experience difficulties in using inhalers • Document properly the medication used, its administration and the response to the medications

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	<ul style="list-style-type: none">• Handle surplus or expired medications properly• Pay attention to how elderlies use the medication and check against the prescribed dosage carefully to avoid overdose• Report to healthcare professionals immediately if elderlies develop adverse drug reactions after taking the medication <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Administer inhaled medications according to medical prescription safely and accurately• Ensure the medications are inhaled effectively; be mindful of elderlies' feelings especially any discomfort caused by the inhalation devices
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to accurately administer inhaled medications according to prescriptions and the respective guidelines; and• Ability detect adverse drug reactions and report immediately to health care professionals, so as to ensure elderlies' safety while using medication.
Remark	

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Functional Area - Clinical Care

Title	Administration of Topical Medications
Code	106030L3
Range	This Unit of Competency is applicable to employees in the elderly care services industry who provide clinical care to elderlies. This Competency involves ability to make judgement. Employees are required to administer topical medications prescribed by medical doctor according to the guidelines of the institution regarding such administration, so as to ensure elderlies receive proper treatment.
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of topical medications</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand basic pharmacology, including different classes of medications, their actions, side effects, common dosage, routes of administration and their expected therapeutic effects • Understand principles to check and verify prescriptions, including the “3 checks and 5 rights” principle • Understand methods of drug keeping, storage and management • Understand units of dosage, calculation and measurement of commonly used dosage regimens • Understand medical prescriptions and abbreviations, including: <ul style="list-style-type: none"> ○ name of the drug ○ dosage unit and frequency of administration ○ routes of administration • Understand the method to use topical medication • Understand the nursing procedures before and after the application of topical medication • Understand the skills required to document topical medication use properly <p>2. Giving topical medications</p> <p>Be able to</p> <ul style="list-style-type: none"> • Check and verify prescriptions of topical medications using “3 checks and 5 rights” principle • Explain to elderlies the possible reaction after administration of the medications • Conduct proper nursing care procedures before and after the application of topical medications, for example: <ul style="list-style-type: none"> ○ clean the skin area before application of topical medications ○ help elderlies stay in proper posture; expose their body parts only when absolutely necessary to protect their privacy ○ avoid washing the skin area immediately after the application of topical medications • Apply topical medication properly, for example: <ul style="list-style-type: none"> ○ avoid direct contact with mucous membranes ○ wear gloves when applying the medication ○ apply a thin film of medication evenly on the indicated area ○ cover the skin area with bandage if indicated • Document the medication used, its administration and elderlies’ response to the medications properly • Handle surplus or expired medications properly

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	<ul style="list-style-type: none">• Pay attention to how elderlies use the medication and check against the dosage carefully to avoid overdose• Report to healthcare professionals immediately if elderlies develop adverse drug reactions after taking the medication <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Administer topical medications according to medical prescription safely and accurately• Be mindful of elderlies' feeling with respect to the medication, especially if they feel any discomfort
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to accurately administer topical medication according to prescriptions and the respective guidelines; and• Ability to detect elderlies' adverse drug reactions after application of the medication and report immediately to healthcare professionals if necessary, so as to ensure elderlies' safety while using the medication.
Remark	

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Functional Area - Clinical Care

Title	Insulin Injection
Code	106031L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves ability of analysis and making judgement. Employees are required to assess elderlies' health condition and reasons for insulin injection while analysing the risks of such intervention; and inject insulin safely and accurately according to the relevant guidelines of the institution, so as to ensure elderlies receive proper treatment.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of insulin injection</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the pathology of diabetes and pharmacology of insulin treatment • Understand the basic pharmacological knowledge of drugs including the types, uses, side effects, dosage, routes of administration and expected therapeutic effects. • Understand the principle to check and verify drugs, including “3 checks and 5 rights principle” • Understand the methods of insulin security, storage and management • Understand insulin's dosage unit and ways of measurement • Understand the names of different types of insulin, including the generic and brand names • Understand medical abbreviation in doctor's prescription, including: <ul style="list-style-type: none"> ○ Approved drug name ○ Dosage unit and frequency of administration ○ Routes of injection. • Understand ways and techniques of insulin injection, such as: <ul style="list-style-type: none"> ○ Insulin pens ○ Subcutaneous injection • Understand nursing procedures before and after insulin injection • Understand the skills to document insulin injection <p>2. Insulin injection</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderly's conditions, including the reasons of drug usage, diet, past medical history, history of allergy, blood glucose level, . • Check and verify the prescriptions correctly, i.e. “3 checks and 5 rights” principle • Explain to elderlies the steps of injection, how they would feel during the injection and the risks of hypoglycemic symptoms after injection such as dizziness and palpitation; and tell elderlies to inform employees or caregivers as soon as possible should such symptoms appear. • Adopt correct injection procedures, including: <ul style="list-style-type: none"> ○ choice of appropriate injection device ○ replacement of drugs ○ adjustment of injection device for the appropriate dosage . • Conduct proper nursing care procedures before and after injection, such as: <ul style="list-style-type: none"> ○ ensure elderlies have consumed food before injection ○ clean and disinfect the injection area before injection

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	<ul style="list-style-type: none"> ○ Care for the injected area after the injection • Inject medication on different parts of body to promote absorption • Observe elderlies' condition, response to drugs and the effects of medication, for example, check their blood glucose level after injection • Document clearly the used medication, route of administration and its effects • Handle surplus or expired drugs properly • Dispose of used injection tools properly • Detect any adverse drug reactions, such as, hypoglycemic symptoms, attend to the case immediately and refer the elderlies to healthcare professionals promptly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Inject the prescribed insulin to elderlies safely and correctly leveraging nursing knowledge • Ensure elderlies consume food as usual before and after injection to avoid hypoglycemia • Be mindful of the pain elderlies may experience during injection, and offer comfort
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess elderlies' health condition, inject insulin to elderlies correctly according to guidelines of the institution and doctor's prescription; and • Ability to monitor the effects of insulin injection and elderlies' adverse reaction and inform healthcare professionals immediately if necessary; to ensure elderlies' safety when using insulin and ensure their health.
Remark	

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Functional Area - Clinical Care

Title	Dispense Medication
Code	106032L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves the ability to make judgments. Employees are required to dispense medication for elderlies safely and accurately according to relevant guidelines of the institution, so as to manage risk of medication error appropriately .
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of dispensing medications</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the institution's guidelines on dispensing medications • Understand the procedure of dispensing medications • Understand the tools, facilities and environment required to dispense medication such as: <ul style="list-style-type: none"> ○ the materials and size of the medicine cabinet ○ keys to the cabinet ○ medicine cup and boxes ○ pill splitter ○ quiet environment with adequate lighting . • Understand the procedure of verifying medication • Understand the safety measures in dispensing medication, such as: <ul style="list-style-type: none"> ○ Only qualified personnel may dispense and verify the medication ○ Area for dispensing medication should separate physically from the rest of the facility ○ Medication should be dispensed and verified by two different persons. • Understand the principle of checking and verifying medication including the "3 checks and 5 rights" principle • Understand the methods of medication security, storage and management • Understand different dosage units, measurement and calculation • Understand medical abbreviations in doctor's prescriptions, including: <ul style="list-style-type: none"> ○ approved names of medication ○ dosage unit and frequency of administration ○ routes of administration • Understand the documentation method and the documents required for dispensing medication such as: <ul style="list-style-type: none"> ○ Medication Administration Records ○ Individual Drug Records of elderlies <p>2. Preparing medication</p> <p>Be able to</p> <ul style="list-style-type: none"> • Prepare suitable tools and ensure the environment and tools for dispensing medication are clean, such as: <ul style="list-style-type: none"> ○ clean both hands ○ clean the medication containers thoroughly ○ ensure every medicine cup or box come with lid and label. • Read medication labels correctly and dispense medication according to the instructions on the labels

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	<ul style="list-style-type: none"> • Verify Medication Administration Records with the labels such as: <ul style="list-style-type: none"> ◦ elderlies' name and bed number ◦ name and dosage of medication ◦ time to administer medication • Adopt "3 checks 5 rights" principle, pick and count medication accurately before placing them into the containers • Add special markings on medicine cup if necessary, such as: <ul style="list-style-type: none"> ◦ medication with special diet instruction ◦ not to be taken with dairy product or stomach ache medication • After dispensing the medication, sign on dispensing record and Drug Administration Records, ask another colleague to verify the medication or verify separately afterwards • After verification, place the medication back into the medicine cabinet as soon as possible and ensure the cabinet is locked • Clean the used devices, tidy up the preparation areas and make sure no medication is left around • Handle surplus and expired medication appropriately <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Comply strictly with the guidelines and safety measures of the institution regarding dispensing medication to minimize risk of errors • Verify information on medication labels and Drug Administration Records carefully • Follow '3 checks 5 rights' principle strictly throughout the dispensing process • Prepare and dispense medication well
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to adopt the procedures of medication dispensing correctly according to the guidelines of the institution; and • Ability to verify the required information and records for dispensing medication, distribute medication accurately, and ensure there is no mistake.
Remark	<p>1. According to the Guide on Drug Management in Residential Care Homes, the institution should prepare any medication that the elderly residents need 24 hours ahead. In the case of community care services, depending on the internal guidelines, the institution should prepare the medication that the elderlies need one day or more ahead.</p> <p>2. This Unit of Competency is currently practiced by registered health workers, enrolled nurses, registered nurses, dispensers or pharmacists holding valid professional licenses .</p>

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Functional Area - Clinical Care

Title	Perform Subcutaneous Injection
Code	106033L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves the abilities of analysis and making judgment. Employees are required to assess elderlies' health condition, the reasons for subcutaneous injection and the potential risks of such intervention. Employees should be able to perform injection safely and accurately according to the guidelines of the institution, so as to ensure elderlies receive appropriate treatment.
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of subcutaneous injection</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand basic pharmacological knowledge including the types of medication, action, side effects, normal dosage, routes of administration and expected effects. • Understand the principle to verify drugs, including "3 checks and 5 rights" principle • Understand how to store and manage the stocks of medication • Understand the dosage units and ways to measure and calculate the dosage of different medications • Understand the names of different medication, including their generic and brand names • Understand medical abbreviations in doctor's prescription, including: <ul style="list-style-type: none"> ○ Approved drug name ○ Dosage unit and frequency of administration ○ Routes of injection. • Understand how to handle the medication and how to use tools, such as dissolution and dilution • Understand the nursing procedures before and after medication injection • Understand the skills required to document medication injection <p>2. Subcutaneous injection</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies' conditions including health condition, medical history, history of allergy, and condition of the injection area • Verify the procedures correctly, use '3 checks and 5 rights principle' and check if there is any foreign particle or precipitation in the vial before injection • Dissolve and dilute medication in powder form according to instructions if necessary • Explain to elderlies the injection procedures, purpose of medication, the expected feeling during injection and possible responses after injection • Select an appropriate spot for injection • Document the medication used, route of administration and its effects clearly • Handle surplus or expired drugs appropriately • Dispose of the used injection tools properly • Pay attention to how elderlies use the medication and check against the prescribed dosage, so as to avoid overdose or underdose • In case of adverse reaction suspected to be caused by the injection, attend to the case immediately and refer the case to healthcare professionals promptly

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Inject the prescribed medication safely and correctly by leveraging nursing knowledge• Be mindful of the pain elderly may experience because of the injection, and offer comfort
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to assess elderly's health condition and needs, inject medication appropriately according to the guideline of the institution and doctor's prescription; and• Ability to monitor the effects of the medication and elderly's adverse reaction; to ensure elderly's safety when using the medication and ensure their health.
Remark	<p>1. This Unit of Competency is currently practiced by the enrolled nurses and registered nurses with professional and valid licenses.</p> <p>2. For information on specification of competency standards of insulin injection, please refer to the Unit of Competency 'Insulin injection'.</p>

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Functional Area - Clinical Care

Title	Perform Intramuscular Injection
Code	106034L4
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This Competency involves the ability to analyse and make judgment. Employees are required to assess elderlies' health conditions and their reasons for receiving injection; analyse the risks of such intervention and perform the injection safely and accurately according to guidelines of the institution, so as to ensure elderlies receive appropriate treatment.
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of intramuscular injection</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand basic pharmacological knowledge including the types of medication, action, side effects, normal dosage, routes of administration and expected effects. • Understand the principle of drug verification, including "3 checks and 5 rights" principle • Understand methods of drug security, storage and management • Understand dosage units and ways to measure and calculate different medications • Understand the names of different medication, including their generic and brand names • Understand medical abbreviations in doctor's prescription, including: <ul style="list-style-type: none"> ○ Approved drug name ○ Dosage unit and frequency of administration ○ Routes of injection, . • Understand how to handle the injectable medication and how to use tools such as dissolution and dilution • Understand the nursing procedures before and after medication injection • Understand the skills required to document injection of medication <p>2. Intramuscular injection</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies' conditions including health condition, medical history, history of allergy, and condition of the injection area • Verify the procedures correctly, use "3 checks and 5 rights" principle and check if there is any foreign particle or precipitation in the vial before injection • Dissolve and dilute medication in powder form according to the instructions if necessary • Explain to elderlies about the injection procedures, purpose of medication, the expected feeling during injection and possible responses after injection • According to the prescribed dosage, type of medicine and the health condition of elderlies, choose the appropriate muscle for injection and circle the injection point clearly • Take care measures before and after injection such as: <ul style="list-style-type: none"> ○ Before injection, clean and disinfect the injection area; ○ After injection, care for the injected area • Monitor the effectiveness of medication and reactions of elderlies after injection • Document the used medication, route of administration and the effects clearly • Handle surplus or expired drugs appropriately • Dispose of the used injection tools properly • Pay attention to how elderlies use the medication and check against the prescribed dosage, so as to avoid overdose or underdose

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	<ul style="list-style-type: none">• In case of any adverse reaction suspected to be caused by the injection, attend to the case immediately and refer the case to healthcare professionals promptly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Inject the prescribed medication safely and correctly by leveraging nursing knowledge• Be mindful to the pain elderlies may experience due to injection, and offer comfort
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to assess elderlies' health condition and needs, inject medication appropriately according to the guideline of the institution and doctor's prescription; and• Ability to monitor the effectiveness of the medication and any adverse reaction, to ensure elderlies' safety while using the medication and ensure their health
Remark	<p>This Unit of Competency is currently practiced by the enrolled nurses and registered nurses with professional and valid licenses.</p>

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Functional Area - Clinical Care

Title	Manage Storage of Medicines
Code	106035L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves the abilities of critical analysis, re-organization, assessment and integration of data from different sources. Employees are required to assess and analyse the nature and risk of medicines, proper management and storage of the medicines to reduce elderlies' risk of taking the wrong medicines by error .
Level	5
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge on storage management of medicines</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand basic pharmacological knowledge • Understand factors that affect chemical decomposition of medicines, such as: light, temperature, humidity • Understand different classifications of medicines such as: <ul style="list-style-type: none"> ○ Classified by route of administration ○ Classified by chemical properties ○ Classified by therapeutic properties • Understand the common risks of medicines such as wrong labelling and storage • Understand chapters of Dangerous Drugs Ordinance regarding storage and management of medicines • Understand assessment and analysis on the risks of medicine storage • Understand the correct methods of medicine storage • Understand the skills required to use computerized system to manage medicines <p>2. Storage management of medicines</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess the risks of medicine storage from different aspects such as: <ul style="list-style-type: none"> ○ Ways to label medicines ○ Environment for storing medicines ○ Ways to store medicines ○ Procedures of check-in and check-out of the storage room and distribution of medicines to elderlies ○ Methods to store dangerous medicines properly • Analyse the risks of storage and management of medicines such as: judging whether the institution's medicine storage system is appropriate or overly risky according to international professional standards • Manage and store the dangerous medicines according to Dangerous Drugs Ordinance, such as: <ul style="list-style-type: none"> ○ Implement registration procedures for medicine check-in and check-out ○ Lock the medicines ○ Separate storage for each elderly's medicine • Check quantity of medicines from time to time, especially those considered dangerous drugs. If medicine is found missing, report to the police • Store medicines according to the guidelines from manufacturers such as: keeping the medicines in a place in an appropriate physical environment

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	<ul style="list-style-type: none"> • Review the methods of medicine storage and management regularly and review the risks of storage method • Check the expiry date and quantity of medicines regularly, replenish medicines that run low • Properly and regularly dispose of expired and surplus medicines • Use computerized system for medicine management • Frequently communicate with staff engaged in medicine administration for better ways to improve medicine storage and management • Pay attention to elderly's record of prescriptions and dosage when they transfer to other institutions or are discharged from the hospital in order to ensure the elderly receive medicines according to the prescriptions <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Implement medicine storage and management according to professional or international standard, and Dangerous Drugs Ordinance • Take courses offered by recognized institution to update knowledge on medicine storage and management, as well as relevant ordinances • Adhere strictly to the procedures required for check-in and check-out of each medicine
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess the risks of medicine storage and management, and implement the methods of medicine storage and management according to international guidelines; • Ability to review the risks of medicine storage and management; communicate with relevant staff for better methods of medicine storage and management; and • Ability to acquire knowledge on medicine storage and management and update themselves with latest news in that context for proper management of medicines.
Remark	<p>Employees performing this unit of competency are expected to have basic knowledge on pharmacology.</p>

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Functional Area - Clinical Care

Title	Perform Intravenous Injection
Code	106036L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves the ability of critical analysis and assessment. Employees are required to assess elderlies' health status and their reasons for receiving intravenous injection, analyse the risks involved regarding the injection, and perform intravenous injection safely and accurately according to the guidelines of the institution or other professional institutions, so as to ensure elderlies receive appropriate treatment.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of intravenous injection</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand human anatomy including positions and depths of blood vessels, and network of nervous system. • Understand basic pharmacological knowledge including the types, effects, side effects, dosage and routes of administration, the expected therapeutic effects of the medicines • Understand the principles of drug verification including the method of "3 checks 5 rights" principle • Understand methods for security, storage and management of medicines • Understand dosage units, measurement and calculation methods for each medicine • Understand names of medicines including generic names and brand names • Understand abbreviations of prescriptions such as: <ul style="list-style-type: none"> ○ Recognized names of medicine ○ Dosage units and frequency of administration ○ Routes of injection • Understand the medicine for intravenous injection and the methods to use injection equipment such as dissolving and dilution of medicines • Understand the proper method to use infusion pump • Understand the method to calculate infusion rate • Understand the skills of intravenous injection such as injection speed, and elderlies' reaction during and after the injection • Understand the caring procedures before and after medicine injection • Understand the skills required to document the injection given to elderlies and the importance of such records <p>2. Intravenous injection</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies' conditions including health condition, medical history, history of allergy, condition of the intravenous catheter and surrounding skin. • Correctly implement the checking procedure by using "3 checks 5 rights principle" principle before injection • Check whether there is any foreign particle or unusual precipitate in the vial, and whether the medicine shows unusual colour • Dissolve medicines in powder form according to instructions; ensure the correct dosage is used

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	<ul style="list-style-type: none"> • Explain to elderlies the injection procedures, the effects of the medicines, the possible feeling and reaction during and after injection, and what should elderlies do to facilitate the injection, such as staying still in a certain posture • Implement the care measures before and after injection such as: <ul style="list-style-type: none"> ○ Disinfect the injection port of intravenous catheter properly before injection and check whether the catheter is in-situ ○ Inject suitable amount of saline before injection ○ Care for the injection area after injection. • Monitor elderlies' conditions and reaction after injection, and the effect of medicines • Properly record the used medicines, the process and effect of the medicines for elderlies • Properly handle and dispose of surplus and expired medicines • Properly dispose of used injection tool • Pay attention to how the elderlies use the medications and check against the prescribed dosage to avoid overdose • If adverse reactions is suspected to be caused by the injection, attend to the case immediately and refer the case to healthcare professionals for follow-up action <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform intravenous injection on elderlies safely and accurately by applying professional nursing knowledge • Be mindful of the pain elderlies may experience due to the injection, and offer comfort
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to perform intravenous injection on elderlies accurately according to their health condition and needs, and the guidelines of the institution and doctor's prescription; and • Ability to detect the medicinal effect and elderlies' adverse reactions after injection to ensure the health and safety of the elderlies.
Remark	<p>This Unit of Competency is currently practiced by the enrolled nurses and registered nurses with professional and valid licenses.</p>

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Title	Perform Intravenous Infusion
Code	106037L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves ability of critical analysis and assessment. Employees are required to assess the health status of elderlies and their reasons for intravenous infusion, and analyse the risks of such intervention. They are also required to perform intravenous infusion safely and accurately according to the guidelines of the institution or other professional institutions, so as to ensure elderlies receive appropriate treatment.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of intravenous infusion</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand basic pharmacological knowledge including the types, effect, side effects, dosage and routes of administration, the expected effects of the medicines • Understand the principles to verify drug including the “3 checks 5 rights” principle • Understand methods of security, storage and management of medicines • Understand dosage units, measurement and calculation methods for each medicine • Understand names of each medicine including the generic name and brand name • Understand abbreviations of medical prescriptions such as: <ul style="list-style-type: none"> ◦ names of registered medicines ◦ Dosage units and frequency of administration. • Understand medicines for intravenous infusion and methods to use infusion equipment such as dissolving and dilution of medication • Understand the proper method to use infusion pump • Understand the method to calculate infusion rate • Understand the care procedures before and after the intravenous infusion • Understand the skills required to document intravenous infusion administered and the importance of such records <p>2. Intravenous infusion</p> <p>be able to</p> <ul style="list-style-type: none"> • Assess elderlies’ conditions including health condition, medical history, history of allergy, and condition of the injection area • Correctly implement the checking procedure, i.e. “3 checks and 5 rights” principle • If it is necessary to add medications, carefully add prescribed medicine into the infusion fluid to ensure all items and the procedure are sterile • Explain to elderlies the infusion procedures, the purpose of the medicines, the possible feeling and reaction during and after infusion, and what elderlies should do to facilitate the infusion, such as staying still in a certain posture • Properly disinfected the injection port of the intravenous catheter before infusion and check whether the catheter is in in-situ • Before intravenous infusion, inject an appropriate amount of saline • Care for the injection area after infusion • Monitor carefully the condition of elderlies after intravenous infusion • Properly record all the medicines administered, the infusion process and the effect of the medicines • Properly handle and dispose of surplus and expired infused medicines

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	<ul style="list-style-type: none"> • Properly dispose of used infusion tool • If adverse reactions is suspected to be caused by infused medicines, attend to the case immediately and refer the case to healthcare professionals for follow-up action <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform intravenous infusion on elderlies safely and accurately by applying professional nursing knowledge • Be mindful of the pain elderlies may experience due to the infusion and offer comfort
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to perform intravenous infusion accurately on elderlies according to their health condition and needs, the guidelines of the institution and medical prescription; and • Ability to detect elderlies' adverse reaction during infusion, and provide timely and proper care measures if necessary, so as to ensure elderlies' safety and health
Remark	<p>This Unit of Competency is currently practiced by the enrolled nurses and registered nurses with professional and valid licenses.</p>

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Functional Area - Clinical Care

Title	Collect Urine and Stool Specimen
Code	106038L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency is performed under supervision. Employees are required to collect urine and stool specimens according to relevant guidelines of the institution, so as to help diagnose elderlies' diseases
Level	2
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of collection of urine and stool specimens</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Understand the procedure and guidelines in collecting urine and stool specimens • Understand the tools for urine and stool collection and the skills required to use them • Understand the infection control measures required when handling urine and stool • Understand the skills required to collect urine and stool specimens • Understand the proper method in handling urine and stool specimens • Understand the proper method to document the process of collecting urine and stool specimen <p>2. Collect urine and stool specimen</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Check the identity of elderlies to ensure specimens are collected from the right person • Check the types of samples to be collected and choose proper containers • Perform related infection control measures such as: <ul style="list-style-type: none"> ○ Use personal protective equipment, perform hand hygiene ○ Properly handle utensils contaminated by stool or urine • Explain the procedures to elderlies so that they are more likely to cooperate • Protect the privacy of elderlies and avoid unnecessary body exposure • Choose appropriate tools according to the type of tests: <ul style="list-style-type: none"> ○ Suitable urine and stool sample containers such as an urine container with preservatives and one without ○ Stool samples swabs • Instruct and teach elderlies to collect urine and stool correctly, such as: <ul style="list-style-type: none"> ○ Midstream urine specimen ○ A 24-hour urine specimen ○ Urine in a sterile container ○ stool in bed pan • Assist the elderly with incontinence of urine and stool to collect the samples such as: <ul style="list-style-type: none"> ○ Use diapers ○ Use Paul's tube • Properly handle the urine and stool samples, such as: <ul style="list-style-type: none"> ○ Save in the appropriate sample container ○ Store at the proper temperature ○ Use the correct shipping methods, and use anti-leakage devices • Properly label the specimens such as the name of the elderly, the date of collection and laboratory tests to be carried out • Properly record the date, time and type of test for each sample

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Collect the urine and stool specimen according to the guidelines of the institution• Strictly implement infection control measures when handling the urine and stool specimens• Protect the privacy of elderlies when taking urine and stool samples• Reduce the anxiety and discomfort of elderlies with respect to collecting the samples
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to collect urine and stool samples according to the guidelines of the institution, choose the appropriate tools and method, and perform the collection properly; and• Ability to handle the urine and stool specimens and record the process and data.
Remark	

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Functional Area - Clinical Care

Title	Collect Sterile Urine Specimen
Code	106039L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves the ability of critical analysis and assessment. Employees are required to assess the urinary condition of elderlies, accurately collect sterile urine specimens from them, properly handle the specimens, and monitor the possible complications after the collection so as to help diagnose elderlies' diseases.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of sterile urine specimen collection</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understanding the anatomy of urinary system and microbiology, for example: <ul style="list-style-type: none"> ○ Structure of the urinary system ○ Principle of bacterial growth ○ Factors affecting bacterial growth • Understand the common types of tests for sterile urine specimen such as: <ul style="list-style-type: none"> ○ Microscopy ○ Bacterial culture. • Understand factors affecting collection of urine specimens from urinary catheters such as: <ul style="list-style-type: none"> ○ Enlarged prostate ○ Urethral stricture. • Understand the relevant preparatory work before collecting sterile urine specimens such as: <ul style="list-style-type: none"> ○ Check the doctor's instructions on sterile urine collection ○ Check if elderlies are taking any medication, for example, antibiotics • Understand the tools used in collecting sterile urine specimens such as: <ul style="list-style-type: none"> ○ Different types of single-use urinary catheters, such as: straight-tip urinary catheter, curved-tip urinary catheters ○ Different types of sample tubes, for example, with/without boric acid component tubes ○ equipment for transportation of urine specimens • Understand the infection control measures associated with collecting sterile urine samples • Understand the proper skills to collect sterile urine samples using urinary catheter • Understand the possible risks and complications in taking sterile urine samples • Understand how to deal with complications that arise from taking sterile urine samples • Understand the procedures and method used to transport urine specimens • Understand the proper method to document the process of taking sterile urine sample <p>2. Collection of sterile urine specimens</p> <p>Be able to</p> <ul style="list-style-type: none"> • Check doctor's instruction on taking sterile urine samples including: <ul style="list-style-type: none"> ○ Time ○ Type of test to be conducted ○ Whether elderlies are taking any medication

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	<ul style="list-style-type: none"> Assess the conditions of elderlies' urethras and according to the purpose of types of testing, select the appropriate tools for collection, such as: <ul style="list-style-type: none"> Suitable catheter Urine specimen tubes Perform related infection control measures, including: <ul style="list-style-type: none"> Perform proper hand washing procedures Use Personal Protective Equipment Handle and dispose of used appliances properly Check the identity of elderlies and explain the procedures to them to acquire their consent and cooperation Take measures to protect elderlies' privacy, help or guide elderlies to stay in a proper posture, minimize the discomfort during urine collection Check the type of test and urine specimen tube and use aseptic technique to perform the process, including: <ul style="list-style-type: none"> Disinfect the private parts and urethral opening Use a water-soluble lubricant Insert the catheter into the urethra up to the bladder . Properly handle the urine specimens such as: <ul style="list-style-type: none"> Use aseptic technique to put the urine into an appropriate test tube Store at the proper temperature Use the correct method to transport specimens with anti-leakage devices Monitor the possible complications after collection, such as pain and urinary tract bleeding Properly label the urine specimens such as name, date and laboratory test required. Properly record the collection process, date, time and type of test to be performed If complications are caused by urine collection, attend to the case immediately and refer the case to the doctors for follow-up action <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Perform the urine collection according to the evidence-based guidelines Protect elderlies' privacy and minimise their discomfort during the urine collection process Be mindful of the anxiety and discomfort experienced by elderlies, provide comfort and support
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to identify the purpose and type of collection and select the appropriate tools and method; Ability to perform the procedures in collecting sterile urine samples and properly handle them; and Ability to record the process of taking sterile urine samples, monitor and handle any complication that may arise after collection.
Remark	<p>This Unit of Competency is currently practiced by the enrolled nurses and registered nurses with professional and valid licenses.</p>

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Functional Area - Clinical Care

Title	Collect Blood Specimens
Code	106040L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves ability of critical analysis and assessment. According to relevant procedures and guidelines of the institution, the type of blood tests required and the distribution and conditions of elderlies' blood vessels, employees are required to take blood specimens from elderlies accurately, provide care for them after blood collection, handle the samples properly, monitor any possible complications and report the case to relevant personnel when appropriate.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of taking blood samples</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the procedure and guidelines of the institution regarding taking blood samples • Understand the basic vascular anatomy and haematology, for example: <ul style="list-style-type: none"> ○ Types of blood vessels ○ Different kinds of vascular structures and their distribution in the body ○ Blood components • Understand the types of common blood tests such as: <ul style="list-style-type: none"> ○ Chemical components ○ Blood cell status ○ Bacterial culture • Understand the tools and techniques of taking blood sample such as: <ul style="list-style-type: none"> ○ Syringe ○ Blood sample tube ○ Transport equipment for blood samples • Understand the possible risks in taking blood samples • Understand the infection control measures for taking blood samples • Understand the proper techniques for taking blood samples • Understand the methods to handle the blood specimens • Understand the proper methods to record the blood sample taking procedures <p>2. taking blood specimens</p> <p>Be able to</p> <ul style="list-style-type: none"> • Check doctor's instruction of taking blood samples such as: <ul style="list-style-type: none"> ○ Time ○ Type of tests ○ Special arrangement before taking blood samples, for example, fasting, or whether certain medication should be stopped • Assess elderlies' vascular distribution and condition, select the appropriate vein for taking blood samples • According to the purpose and type of blood test prescribed, select the appropriate tools and vein for taking blood samples such as: <ul style="list-style-type: none"> ○ Appropriate size and type of needles ○ Blood specimen tubes ○ Syringes

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	<ul style="list-style-type: none"> • Fill in the label of blood sample tube such as: name of patient, date and laboratory tests prescribed • Perform infection control measures such as: <ul style="list-style-type: none"> ○ Handling sharp tools ○ Perform proper hand washing procedures ○ Put gloves on and dispose of them afterwards ○ Dispose of used tools and blood-contaminated utensils • Explain the procedures to elderlies and protect their privacy, assist or guide the elderlies to stay still in a proper posture in order to reduce their discomfort when taking blood samples • Ensure the identity of the elderly, check the type of tests required and blood sample tube, perform procedures to collect blood including: <ul style="list-style-type: none"> ○ Apply tourniquet in the right position on the limb ○ disinfect the skin ○ puncture the skin until the needle reaches the blood vessel ○ Draw an appropriate volume of blood into syringe with vacuum-extraction method • Perform care measures on the wound after taking blood samples such as: <ul style="list-style-type: none"> ○ Apply direct pressure to stop bleeding ○ Apply appropriate dressings • Properly handle blood samples, for example: <ul style="list-style-type: none"> ○ Save blood in appropriate tubes ○ Store at the proper temperature ○ Use the proper method to transport the samples with the use of anti-leakage equipment ○ Properly label the blood samples such as name, date and type of tests prescribed. • Monitor possible complications after taking blood samples, such as: pain, bruises, hematoma, and bleeding • Properly record the blood taking process and type of tests prescribed • When the complications arise after taking blood sample, attend to the case immediately and refer the case to the healthcare professionals if necessary <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform the blood collection according to evidence-based guidelines • Make sure elderlies feel comfortable and at ease when taking blood samples • Protect the privacy of elderlies and be mindful of their feelings to maintain their dignity
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to select the appropriate tools and method for blood collection, according to relevant procedures and guidelines of the institution, assessment of elderlies' vascular conditions and the blood tests prescribed; • Properly perform the blood collection and handle the blood samples; and • Record the blood collection process, monitor and handle any complications that may arise after taking blood samples.
Remark	<p>This Unit of Competency is currently practiced by the enrolled nurses, and registered nurses, phlebotomists or medical practitioners with professional and valid licenses.</p>

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Functional Area - Clinical Care

Title	Administration of Oxygen Therapy
Code	106041L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care service to elderlies. This Competency involves the ability of making judgment. Employees are required to provide oxygen therapy to elderlies according to the relevant procedures and guidelines of the institution and the doctor's prescription, so as to cure hypoxemia among elderlies.
Level	3
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge of providing oxygen therapy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the clinical guidelines and standards of the institution in providing the oxygen therapy • Understand the required appliances, assembling methods and skills of operation to perform oxygen therapy, such as: <ul style="list-style-type: none"> ○ Oxygen bottles ○ Oxygen regulator system ○ Oxygen concentrator ○ Humidifier bottle ○ Nasal cannula ○ Various oxygen face masks ○ Oximeter • Understand doctor's prescription of oxygen therapy for the elderlies • Understand the side effects and symptoms of long-term oxygen therapy such as, <ul style="list-style-type: none"> ○ nasal mucositis ○ Oxygen poisoning. <p>2. provide oxygen therapy according to doctor's prescription</p> <p>Be able to</p> <ul style="list-style-type: none"> • According to relevant procedures and guidelines of the institution, ensure the elderly receive oxygen therapy properly • Properly perform the preparatory works for oxygen therapy such as: <ul style="list-style-type: none"> ○ Explain the purpose and procedures of oxygen therapy to elderlies so that they are more likely to comply and to help them overcome fear and anxiety ○ Ensure the doctor's prescription such as: <ul style="list-style-type: none"> ▪ Method for elderlies to take in oxygen, for example, using a nasal cannula or a face mask ▪ Oxygen flow rate or concentration ▪ whether humidifier bottles are required or not ○ Ensure oxygen supply system works properly and the flow rate of oxygen is proper ○ Ensure the oxygen tanks have enough supply of oxygen • Properly help elderlies receive oxygen therapy such as: <ul style="list-style-type: none"> ○ Teach elderlies to use a nasal cannula or face mask properly ○ Closely monitor the condition of the elderly, such as his/her complexion, breathing, pulse and other signs of discomfort ○ Tell elderlies not to adjust the oxygen flow by themselves

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	<ul style="list-style-type: none"> Take safety measures for oxygen therapy such as: <ul style="list-style-type: none"> Pay attention to the elderlies for any hypoxemia symptoms or side effects; report to the related healthcare professionals when appropriate Add a protection pads on the cannula or on the areas where the straps are in contact with the skin, in order to reduce the discomfort and skin abrasion caused by a nasal cannula or face mask When administering oxygen therapy, display a sign that says “smoking and naked flames prohibited”; remind the elderlies, their families and other visitors not to smoke Properly record the oxygen therapy process including: <ul style="list-style-type: none"> Duration of oxygen therapy Oxygen flow Blood oxygen level Hypoxemia symptoms Other discomfort and related symptoms <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> perform the oxygen therapy strictly according to doctor’s prescription; ensure the elderlies receive proper oxygen therapy Prevent oxygen mask or nasal cannula from causing any discomfort or skin abrasion on the elderlies Be mindful of elderlies’ reaction to therapy; help them overcome fear and helplessness
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to help elderlies receive oxygen therapy safely and meticulously according to relevant procedures and guidelines of the institution and doctor’s prescription; and Ability to monitor the status of elderlies throughout the therapy process to ensure the hypoxemia is alleviated.
Remark	

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Functional Area - Clinical Care

Title	Perform Oral-nasopharyngeal Suction
Code	106042L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to assess elderlies' airway condition and their ability to cough out phlegm by themselves; and to perform oral nasopharyngeal suctioning properly according to relevant procedures and standards of the institution, so as to keep their airways clear .
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Oral nasopharyngeal suctioning</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic anatomy of the mouth and nasopharynx • Understand the important notes to take when performing oral nasopharyngeal suction • Understand the technique of the oral nasopharyngeal suction • Understand the required supplies and tools for oral nasopharyngeal suction such as: suction bottle, sterile suction catheter, water for irrigation, disposable gloves, personal protective equipment, vacuum aspiration catheter, water-soluble lubricant, oxygen, oximeter, and stethoscope. • Understand elderlies' airway conditions such as: <ul style="list-style-type: none"> ○ Correct interpretation of medical history ○ Properly identify airway conditions such as: respiratory rate, blood oxygen level, ability to cough out phlegm on their own and mobility level. • Understand the guidelines and standards of the institution regarding performing oral nasopharyngeal suction • Understand the related infection control procedures, guidelines and implementation skills as prescribed by the institution <p>2. Oral nasopharyngeal suctioning technique</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies' need for oral nasopharyngeal suction • Prepare for oral nasopharyngeal suction properly such as: <ul style="list-style-type: none"> ○ Explain to elderlies the purpose and procedures of oral nasopharyngeal suction so that they are more likely to comply and to help them overcome fear ○ Protect elderlies' privacy ○ Prepare and assemble all required supplies and tools ○ Perform infection control measures including: hand washing, put on and dispose of personal protective equipment properly ○ If elderlies are undergoing oxygen therapy, the concentration of the oxygen may need to be adjusted before the oral nasopharyngeal suction • Perform oral nasopharyngeal suction properly, for example, <ul style="list-style-type: none"> ○ Select suction catheter of appropriate size ○ Adjust the appropriate suction pressure ○ Perform the procedures of aseptic technique ○ According to relevant guidelines of the institution, the amount and viscosity of the phlegm and the tolerance level of the elderlies, repeat oral nasopharyngeal suction procedures in order to clear their airways

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	<ul style="list-style-type: none"> ○ Avoid hypoxia by pausing suction from time to time, so that elderlies have time to rest • Pay close attention to elderlies' facial complexion and breathing when performing oral nasopharyngeal suction, take appropriate measures if necessary • Properly take care of the elderlies and handle used tools properly • Assess elderlies' breathing condition such as: respiratory rate, lung sounds and blood oxygen level; encourage elderlies to perform breathing exercise • Accurately document the amount, colour and nature of elderlies' phlegm; elderlies' responses; and their respiratory rate, lung sounds and blood oxygen level before and after the suction, so that follow-up actions can be taken. <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Protect elderlies' privacy and maintain their dignity when performing oral nasopharyngeal suction • perform the oral nasopharynx suction safely and correctly by applying professional nursing knowledge; take appropriate measures in the process • Be mindful of the discomfort elderlies may experience and try to minimise such discomfort
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess elderlies' airway condition, their ability to cough out phlegm on their own, to accurately judge whether oral nasopharyngeal suction is necessary; and • Ability to perform oral nasopharyngeal suction and observe elderlies' condition after the suction; to keep elderlies' airways clear.
Remark	

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Functional Area - Clinical Care

Title	Perform Tracheostomy Care
Code	106043L3
Range	This Unit of Competency is applicable to employees in the elderly care services industry who provide clinical care to elderlies. This Competency involves the ability of analysis and making judgment. Practitioners are required to assess the conditions of tracheostomy stoma, and perform suitable nursing procedures in order to keep elderlies' airways clear, and to reduce risks of complications
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge of tracheostomy care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the indications of tracheostomy, related anatomy and physiology • Understand different types of tracheostomy tubes, including their accessories, design and functions • Understand methods to use different tracheostomy tubes, including: <ul style="list-style-type: none"> ○ removal and insertion of inner cannula ○ inflation and deflation of the balloon cuff ○ insertion of obturator • Understand method to clean used inner cannula • Understand method to perform tracheostomy suction • Understand nursing care for the skin around the stoma • Understand how to document nursing procedures performed on the tracheostomy stoma • Understand methods to use personal protective equipment <p>2. Tracheostomy care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess the condition of the tracheostomy stoma, including <ul style="list-style-type: none"> ○ the amount, nature and colour of airway secretions ○ the type of tracheostomy tube used, for example, one with replaceable inner cannula (such as Shiley tube) or one with opening on the shaft (such as a fenestrated tube) ○ the condition of the skin around the stoma, such as signs of inflammation, including redness, swelling and heat • explain the procedure to elderlies and obtain consent • protect the privacy of elderlies; avoid unnecessary body exposure • assist or instruct elderlies to stay in proper posture • perform appropriate nursing procedures according to the condition of the tracheostomy, including: <ul style="list-style-type: none"> ○ perform proper infectious control measures, including washing hands and putting on personal protective equipment ○ replace the inner cannula according to the type of tube used, for example, fenestrated and non-fenestrated inner cannula, obturator ○ inflate the balloon cuff for cuffed tracheostomy tubes ○ position the inner cannula appropriately and secure it with the outer cannula ○ secure the tracheostomy tube in place; ensure it is not blocked without any secretion clinging on it

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	<ul style="list-style-type: none"> perform nursing procedures in a cautious manner, for example, removal of dried secretions and replacement of dressings; pay special attention to prevent fluids from entering the airways properly replace tracheostomy holder handle used inner cannula properly; it should be washed, disinfected, dried and properly stored document the process of tracheostomy care, including: <ul style="list-style-type: none"> nature of the airway secretions type of inner cannula used condition of the skin around the stoma the dressing used notify healthcare professionals and provide immediate nursing care if elderlies experience breathing difficulties when performing tracheostomy care <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Apply professional knowledge to perform tracheostomy care according to professional nursing guidelines or evidence-based guidelines Take suitable measures to protect elderlies' privacy and to minimise discomfort when performing tracheostomy care Be mindful of elderlies' fear and discomfort, offer support and care
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to assess the condition of the tracheostomy stoma and provide appropriate care; and Ability to handle used inner cannula properly and document the tracheostomy procedure.
Remark	<p>This unit of competency is currently performed by enrolled or registered nurses, and registered health workers.</p>

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Functional Area - Clinical Care

Title	Perform Tracheostomy Suction
Code	106044L4
Range	This Unit of Competency is applicable to employees in the elderly care services industry who provide clinical care to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to assess elderlies' airways condition and their ability to cough out phlegm on their own; and perform tracheostomy suction according to the guidelines and standard laid down by the institution, in order to keep their airways clear
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge on tracheostomy suction</p> <p>Be able to</p> <ul style="list-style-type: none"> • understand the anatomy of the nose, mouth, pharynx and airway • understand the preparations of tracheostomy suction • understand the method of tracheostomy suction • Understand the supplies and tools used in tracheostomy suction and how they are assembled, including suction device, sterile suction catheter, water for irrigation, disposable gloves, personal protective equipment, suction connection tubing, water-soluble lubricant, oxygen supply, oximeter and stethoscopes. • understand ways to assess airway condition, including: <ul style="list-style-type: none"> ○ interpretation of medical records ○ assess respiratory parameters accurately, such as breathing rate, blood oxygen saturation ○ volume of airway secretions • understand the guidelines and protocol of the institution regarding tracheostomy suction • understand the guidelines, protocol and implementation skills on infection control measures <p>2. Perform tracheostomy suction</p> <p>Be able to</p> <ul style="list-style-type: none"> • assess elderlies' need for tracheostomy suction • prepare for tracheostomy suction properly, for example: <ul style="list-style-type: none"> ○ explain to elderlies the purpose of tracheostomy suction and the procedures; obtain their consent and ease their fear ○ protect elderlies' privacy; help them in stay in proper posture ○ prepare and assemble the necessary equipment and devices; place them in appropriate position ○ perform infection control measures, including washing hands, donning personal protective equipment ○ if elderlies are undergoing oxygen therapy, increase oxygen concentration before tracheostomy suction • perform tracheostomy suction appropriately <ul style="list-style-type: none"> ○ select the suction catheter of the right size ○ adjust to appropriate suction pressure ○ insert 10-15 cm of suction tubing into the tracheostomy stoma ○ press the suction vent intermittently and roll the suction tubing gently; do not perform suction continuously for more than 15 seconds each time ○ perform the procedure using aseptic technique

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	<ul style="list-style-type: none"> ○ perform tracheostomy suction according to relevant guidelines, amount and viscosity of phlegm, and elderlies' tolerance level towards to procedure; repeat the suction if indicated to remove phlegm from their airways ○ allow enough time to rest between each suction • monitor face complexion and breathing rate of elderlies during tracheostomy suction, and take appropriate measures if necessary • handle used equipment properly and take care of elderlies after tracheostomy suction • Assess the breathing condition of the elderly, including the breathing rate, lung sounds and blood oxygen saturation • document accurately the details of the tracheostomy suction, including the amount, colour and nature of the phlegm, for follow-up actions <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Protect the privacy of elderlies when performing tracheostomy suction • Perform tracheostomy suction safely and minimize the discomfort caused • Be mindful of the anxiety and discomfort that elderlies may experience; offer comfort and support
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess elderlies' breathing condition and amount of tracheal secretion; exercise judgment on their need for tracheostomy suction; and • Ability to perform tracheostomy suction correctly; monitor elderlies' respiratory condition after the procedure; ensure secretion is removed to keep airways clear and prevent complications
Remark	<p>This Unit of Competency is performed by enrolled or registered nurses, and registered physiotherapists.</p>

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Functional Area - Clinical Care

Title	Operate Electrocardiogram (ECG) Equipment
Code	106045L4
Range	This Unit of Competency is applicable to employees in the elderly care services industry who provide clinical care to elderlies. This Competency involves ability to make judgment. Employees are required to perform electrocardiography (ECG) correctly according to the relevant guidelines of the institution, so as to help diagnose elderlies' conditions.
Level	4
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge on electrocardiography (ECG)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic physiology of the heart, including: <ul style="list-style-type: none"> ○ the position and the structure of the heart ○ the generation of electric impulse in the heart ○ the conduction of electric impulse in the heart • Understand the basic operating principle of electrocardiography (ECG) <ul style="list-style-type: none"> ○ the function of the electrodes ○ the normal wave form in an electrocardiogram, including the X-axis, Y-axis and PQRST waves • Understand the common factors that affects signal transmission, for example: <ul style="list-style-type: none"> ○ conduction problems ○ body movements during electrocardiogram ○ where the electrodes are attached on the body • Understand the operation of the electrocardiography (ECG) machine, including: <ul style="list-style-type: none"> ○ Ways to connect different electrodes, including suction balls electrodes, self-adhesive electrodes and alligator clip adapters ○ calibration of the ECG machine, including the recording speed and voltage ○ Examine the machine before conducting electrocardiography ○ saving and printing ECG records • Understand different types of electrocardiography (ECG) <ul style="list-style-type: none"> ○ 12 leads ECG records ○ Long lead II ECG ○ Right - sided ECG ○ perform magnet test for those with pacemaker • Understand the ways to improve ECG recording quality • Understand the nursing care after performing electrocardiography • Understand the correct method of documentation <p>2. Operating the ECG machine</p> <p>Be able to</p> <ul style="list-style-type: none"> • check the identity of elderlies before the procedure • Select the appropriate type of ECG recording • explain the procedure to elderlies and obtain their consent • protect the privacy of elderlies and avoid unnecessary body exposure • calibrate the ECG machine according to indications, for example: <ul style="list-style-type: none"> ○ the recording speed and the voltage ○ the ECG leads displayed ○ signal filtering and noise reduction

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	<ul style="list-style-type: none"> perform electrocardiogram according to the guidelines and protocols of the institution, including: <ul style="list-style-type: none"> instruct the elderly to maintain a supine posture identify correct positions for electrode attachments using anatomical landmarks connect the electrode properly instruct elderlies to stay still during recording save and print the ECG recording properly perform appropriate measures to improve the quality of the ECG recordings, for example: <ul style="list-style-type: none"> check the conduction between the skin and electrodes recheck the calibration of the ECG machine and the positions of the electrodes instruct elderlies to stay still during the recording, and breathe gently turn off interfering devices perform nursing care procedures after electrocardiography, including <ul style="list-style-type: none"> remove the electrodes remove the residual gel Document the date, time and the type of electrocardiography performed and attach the correct identity label Deliver the ECG records to healthcare professionals immediately after the procedure for timely follow-up management of the cases <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Perform electrocardiography according to the guidelines and protocols of the institution Protect the privacy of the elderly during electrocardiography Be mindful of the anxiety and discomfort elderlies may experience, such as adjusting the room temperature to a comfortable range
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to perform electrocardiography and operate the ECG machine correctly according to the relevant guidelines and protocol; and Ability to monitor the quality of the ECG recordings and document the relevant details.
Remark	<p>This Unit of Competency is performed by practitioners with recognized training and qualifications.</p>

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Functional Area - Clinical Care

Title	Perform urinary Catheter Care
Code	106046L2
Range	This Unit of Competency is applicable to employees in the elderly care services industry who provide clinical care to elderlies. Under supervision, employees are required to provide proper urinary catheter care to elderlies according to the relevant guidelines and protocols of the institution, in order to reduce the risks of complications
Level	2
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge of urinary catheter care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic anatomy of the uro-genital system, including: <ul style="list-style-type: none"> ○ urinary bladder ○ urethra • Understand the common types of urinary catheters and their operating mechanism • Understand the complications caused by indwelling urinary catheters, such as: <ul style="list-style-type: none"> ○ urinary tract infections ○ urinary retention ○ haematuria (blood in urine) • Understand the methods of providing urinary catheters care • Understand the methods to empty urine collection bags • Understand procedures to document urinary catheter care • Understand the relevant guidelines and protocols on urinary catheter care <p>2. Provide urinary catheter care</p> <p>Be able to</p> <ul style="list-style-type: none"> • provide proper urinary catheter care according to the relevant guidelines and protocols, such as: <ul style="list-style-type: none"> ○ the urine collection bag should be positioned below the urinary bladder ○ keep the drainage system sealed ○ keep the urinary catheter clear ○ stabilize the position of the urinary catheter ○ clean the urethral opening and the surrounding skin regularly • empty the urine collection bag at regular intervals <ul style="list-style-type: none"> ○ adapt standard precautions, wear gloves and wash hands ○ use alcohol to clean the opening of the drainage system ○ measure the volume of urine and clean the measuring cups • Properly document the colour, nature and amount of urine and the time of emptying the urine collection bag <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • provide urinary catheter care strictly according to the relevant guidelines and protocols • protect the privacy of the elderly and maintain their dignity • Be mindful of the discomfort caused by the procedure; offer comfort and support

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Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to provide proper urinary catheter care according to the relevant guidelines and protocols; and• Ability to document urine condition properly and the time at which urinary catheter care is performed.
Remark	Reference: Code of Practice for Residential Care Homes (Elderly Persons) Chapter 11.7 .

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Functional Area - Clinical Care

Title	Perform Urinary Incontinence Care
Code	106047L2
Range	This Unit of Competency is applicable to employees in the elderly care services industry who provide clinical care to elderlies. Employees are required to provide urinary incontinence care under supervision according to the relevant guidelines and protocols of the institution, in conjunction with incontinence training plan and care plan designed by healthcare professionals, in order to minimize the negative impact of urinary incontinence and improve elderlies' quality of life
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on urinary incontinence care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition of urinary incontinence, the types and causes • Understand the negative impacts of urinary incontinence, for example: <ul style="list-style-type: none"> ○ mental health ○ social well-being ○ conditions of the skin • Understand the skills to implement bladder training • Understand the methods to use different types of toileting equipment, including: <ul style="list-style-type: none"> ○ commodes ○ spill-proof urinals • Understand the use of different types of incontinence products, including: <ul style="list-style-type: none"> ○ incontinence pants ○ diapers • Understand the relevant urinary incontinence care guidelines <p>2. Provide urinary incontinence care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Conduct training procedures properly as designed by healthcare professionals according to the assessment results of elderlies incontinence condition, such as <ul style="list-style-type: none"> ○ prompted voiding ○ schedule toileting ○ bladder training ○ habit training . • Provide elderlies with appropriate toileting equipment and incontinence products and help elderlies use them • Provide proper skin care to those who are using diapers, for example: <ul style="list-style-type: none"> ○ apply barrier cream ○ use skin cleansers with moisturizing ingredients • Document properly the procedure performed, and the condition of the urine, including the volume and colour <p>3. Exhibit professionalism</p> <p>Be able to</p>

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	<ul style="list-style-type: none">• Provide proper urinary incontinence care according to the relevant guidelines and protocols of the institution, and incontinence training programme designed by healthcare professionals• Protect the privacy of elderlies and maintain their dignity• Be mindful of the anxiety and discomfort caused by the procedure and offer support and comfort• Strengthen the self-care ability of elderlies and promote their confidence
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to provide proper incontinence training according to the guidelines of the institution and instructions of healthcare professionals;• Ability to provide appropriate incontinence products to elderlies and help elderlies use them; to provide urinary incontinence care; and• Ability to document the procedure performed and the condition of the urine.
Remark	

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Functional Area - Clinical Care

Title	Perform Faecal Incontinence Care
Code	106048L2
Range	This Unit of Competency is applicable to employees in the elderly care services industry who provide clinical care to elderlies. Employees are required to provide faecal incontinence care under supervision according to the relevant guidelines of the institution and incontinence training plan designed by healthcare professionals, in order to minimize the negative impact of incontinence, and improve elderlies' quality of life.
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on faecal incontinence care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the causes of faecal incontinence • Understand the negative impacts of faecal incontinence, for example: <ul style="list-style-type: none"> ○ mental well-being ○ social well-being ○ conditions of the skin • Understand the skills required to conduct incontinence training • Understand the use of different types of toileting equipment, including: <ul style="list-style-type: none"> ○ commodes ○ bedpans • Understand the use of different types of incontinence products, including: <ul style="list-style-type: none"> ○ incontinence pants ○ diapers • Understand the relevant incontinence care guidelines <p>2. Provide faecal incontinence care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Conduct appropriate care procedures and training according to the care plan or training plan designed by healthcare professionals, for example: <ul style="list-style-type: none"> ○ administer laxatives or other medication as prescribed ○ provide appropriate diet ○ instil regular bowel habits • Provide elderlies with appropriate toileting equipment and incontinence products and help elderlies use them • Provide proper skin care to those who are using diapers, for example: <ul style="list-style-type: none"> ○ using barrier cream ○ using skin cleansers with moisturizing ingredients • Document properly the procedure performed, and the condition of the stool, including the quality and colour <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide proper faecal incontinence care according to the relevant guidelines and protocols of the institution, and incontinence training plan designed by healthcare professionals • Protect the privacy of elderlies and maintain their dignity

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	<ul style="list-style-type: none">• Be mindful of the anxiety and discomfort caused by the procedure and offer support and comfort• Strengthen the self-care ability of the elderly and promote their confidence
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to provide proper incontinence training according to the guidelines and instructions of medical professionals;• Ability to provide the appropriate incontinence products to elderlies and help elderlies use them; to provide faecal incontinence care; and• Ability to document the procedure performed and the condition of the stool.
Remark	

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Functional Area - Clinical Care

Title	Perform Urinary Stoma Care
Code	106049L3
Range	This Unit of Competency is applicable to employees in the elderly care services industry who provide clinical care to elderlies. This Competency involves abilities to make judgment. Employees are required to provide urinary stoma care to elderlies according to the relevant guidelines of the institution, instructions of healthcare professionals and the conditions of urinary stoma, so as to minimize the risk of complications.
Level	3
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge on urinary stoma care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic anatomy of human urinary system, for example: <ul style="list-style-type: none"> ○ urinary bladder ○ urethra • Understand the common indications for artificial urinary bladder • Understand the types of artificial urinary bladder <ul style="list-style-type: none"> ○ Ileal conduit ○ Colon conduit • Understand urinary stoma care products • Understand the use of pouching system on urinary stoma, including <ul style="list-style-type: none"> ○ replacement of skin barriers ○ connection of valved-urostomy pouch to the urinary stoma • Understand the common complications related to urinary stoma <ul style="list-style-type: none"> ○ abrasions of the surrounding skin ○ retractions • Understand methods to empty the urostomy pouch • Understand methods of urinary stoma care • Understand the guidelines of the institution regarding urinary stoma care <p>2. Urinary stoma care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform urinary stoma care correctly according to the relevant guidelines of the institution at regular intervals • Empty the pouch properly, adjust the interval according to the volume of urine passed, for example: <ul style="list-style-type: none"> ○ take standard precautions, wear gloves and wash hands ○ measure the volume of urine passed and clean the measuring cups • Change the pouch system at regular intervals and according to the condition of the urinary stoma, including: <ul style="list-style-type: none"> ○ remove the used pouch with care ○ use warm water to cleanse the urinary stoma and the surrounding skin ○ replace with an empty pouch, ensuring the valve is properly closed • Use appropriate urostomy care products according to the instructions of healthcare professionals, including: <ul style="list-style-type: none"> ○ skin barrier paste ○ skin barrier powder • Monitor the condition of the stoma and detect complications, for example:

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	<ul style="list-style-type: none"> ○ skin reactions in areas surrounding the stoma ○ inflammation of the stoma ○ leaking of the pouching system ○ turbid urine or reduced urine output • Encourage and educate elderlies to care for their own urinary stoma to reduce the risk of complications • If signs of urostomy complications appear, attend to the case immediately; report to healthcare professionals if necessary • Document properly the details of urinary stoma care, including: <ul style="list-style-type: none"> ○ the colour, nature and volume of the urine ○ the condition of the urinary stoma <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide urinary stoma care strictly according to the relevant guidelines and protocols of the institution • Protect the privacy of elderlies and maintain their dignity • Be mindful of the anxiety and discomfort that elderlies may experience; offer support and comfort.
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to provide urinary stoma care according to the condition of the urinary stoma, relevant guidelines of the institution and instructions of the medical professionals; and • Ability to monitor the condition of the urinary stoma and the surrounding skin, detect any sign of complications and document the relevant details properly.
Remark	

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Functional Area - Clinical Care

Title	Replace urinary Catheter (through the urethra into the bladder)
Code	106050L4
Range	This Unit of Competency is applicable to employees in the elderly care services industry who provide clinical care to elderlies. This Competency involves the abilities of analysis and making judgment. Employees are required to safely replace urinary catheters for elderlies according to relevant guidelines and protocol of the institution, reasons for replacing catheter and condition of their urinary system, while implementing care procedures and monitoring elderlies for possible complications after such replacement, so as to ensure elderlies' safety and minimise the discomfort during the process.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge on replacement of urinary catheters (assess bladder via urethra)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant protocols and guidelines of the institution regarding replacing urinary catheters • Understand the anatomy of the uro-genital system, for example, the structure of urinary bladder, the urethra and the reproductive organs • Understand the common indications of using urinary catheter and the reason for replacement • Understand different types of urinary catheters and related tools, including: <ul style="list-style-type: none"> ○ FR (the diameter of a urinary catheter is measured in French (Fr)) ○ the material which the urinary catheter is made of, for example, latex and silicon ○ urinary catheters with different number of ports, for example two-way and three-way catheters ○ sterile products, for example, dressing towel, gauze, antiseptics and forceps ○ urine bag • Understand aseptic technique • Understand proper infection control measures • Understand the possible complications caused by indwelling catheters and their management • Understand the correct catheter replacement technique • Understand the nursing care after replacement of urinary catheter • Understand methods to document a the procedures properly <p>2. Replacing urinary catheters</p> <p>Be able to</p> <ul style="list-style-type: none"> • Use appropriate urinary catheter according to the instructions of healthcare professionals • Verify the identity of the elderly • Explain the procedures to elderlies and obtain their consent • Take measures to protect the privacy of elderlies • Verify the type of urinary catheter used and replace the catheter with aseptic technique, including: <ul style="list-style-type: none"> ○ remove the current catheter properly ○ use aseptic technique ○ use antiseptics to clean elderlies' groin area • Use lubricant properly to reduce the discomfort caused, such as

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	<ul style="list-style-type: none"> ○ inflate the balloon with adequate amount of sterile water to stabilize the catheter ○ connect the urinary catheter to urine bag • Provide nursing care after the replacement of urinary catheter, such as <ul style="list-style-type: none"> ○ stabilize the urinary catheter on the medial side of the thigh to prevent excessive movement ○ position the urine bag below the level of the urinary bladder to prevent back flow of urine ○ detect any twisting or compression of the catheter ○ monitor the urine output, the patency of the catheter and the fullness of the urinary bladder ○ advise elderlies to be mindful of the urinary catheter when they move, so as to prevent them from pulling the catheter by accident ○ keep the urethral opening clean • Monitor for possible complications, for example: <ul style="list-style-type: none"> ○ abrasion of skin or mucous membrane ○ bleeding ○ urinary tract infections • If signs of complications appear, attend to the case immediately; refer the case to healthcare professions if necessary • Educate elderlies the proper ways to care for urinary catheter, so as to prevent complications • Document properly the course of the replacement, the date, the urinary catheter and the equipment used <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Replace urinary catheter according to evidence-based guidelines • Perform proper infection control measures before replacing urinary catheter; minimize the discomfort caused by the procedure • Protect the privacy of elderlies; be mindful of elderlies' feelings throughout the process; maintain their dignity
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to replace urinary catheters correctly according to relevant guidelines and protocol of the institution, reasons for replacement and the condition of elderlies' urinary system, while using proper urinary catheter and devices; and documenting the procedures and relevant details; • Ability to detect and manage possible complications; and • Ability to educate elderlies with knowledge on urinary catheter care
Remark	This Unit of Competency is currently performed by enrolled or registered nurses.

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Functional Area - Clinical Care

Title	Perform Peritoneal Dialysis Care
Code	106051L4
Range	This Unit of Competency is applicable to employees in the elderly care services industry who provide clinical care to elderlies. This Competency involves abilities of analysis and making judgment. Employees are required to assess elderlies' peritoneal conditions and perform continuous ambulatory peritoneal dialysis care according to the relevant guidelines and protocols of the institution; monitor elderlies' status throughout the process and detect any possible complication, so that elderlies can receive peritoneal dialysis safely.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge on performing continuous ambulatory peritoneal dialysis (CAPD)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the relevant guidelines and protocols of the institution regarding continuous ambulatory peritoneal dialysis • Understand the principles of peritoneal dialysis and the anatomy of the excretory system and the peritoneal cavity • Understand the scientific principles related to peritoneal dialysis <ul style="list-style-type: none"> ○ diffusion ○ osmosis ○ ultra-filtration • Understand the methods to assess the condition of the peritoneum and dialysis catheter (Tenckhoff catheter) <ul style="list-style-type: none"> ○ palpation of the abdomen ○ observe the character of the dialysate ○ detect skin changes in area surrounding the dialysis catheter • Understand the mode of action of continuous ambulatory peritoneal dialysis • Understand the relevant equipment of peritoneal dialysis, such as <ul style="list-style-type: none"> ○ tenckhoff catheter ○ continuous ambulatory peritoneal dialysis delivery system, such as Ultrabag and Andydisc ○ dialysate • Understand the indications and common complications associated with peritoneal dialysis • Understand aseptic techniques • Understand the methods to connect and disconnect the dialysis catheter with the delivery system • Understand methods to care for the skin where Tenckhoff catheter is inserted • Understand the common complications associated with peritoneal dialysis and their management • Understand methods to correctly document the course of peritoneal dialysis care <p>2. Peritoneal dialysis care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess the condition of the peritoneum and the abdominal opening for the catheter; use appropriate tools according to the type of peritoneal dialysis and the delivery system used, including: <ul style="list-style-type: none"> ○ peritoneal dialysis equipment, such as tubing, drainage bag and dialysate

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	<ul style="list-style-type: none"> ○ sterile products, such as disinfectant, gauze and dressing towels • Explain the procedures to elderlies and obtain their consent • Take measures to protect the privacy of elderlies, such as performing the procedure in a separate room • Perform infection control procedures, including: <ul style="list-style-type: none"> ○ use of personal protective equipment ○ proper hand washing ○ disposal of used tubing, dialysate and drainage bag properly • Verify the identity of elderlies • Verify the dialysate, mode of dialysis and the delivery system used; perform proper peritoneal dialysis care, including: <ul style="list-style-type: none"> ○ connection and disconnection of the dialysis catheter ○ infusion and drainage of dialysis ○ aseptic techniques ○ nursing care of the abdominal opening for dialysis catheter, such as cleansing and changing dressing • Monitor the course of the peritoneal dialysis, including: <ul style="list-style-type: none"> ○ the input and output balance for the dialysate ○ the nature of the dialysate ○ the water balance of the body • Monitor closely for possible complications, including: <ul style="list-style-type: none"> ○ peritonitis ○ infection of the opening for dialysis catheter • If signs of complications or flow obstruction appear, attend to the case immediately; refer the case with serious complications to medical doctors, including: <ul style="list-style-type: none"> ○ provide simple management for flow obstruction, such as by changing elderlies' posture, alleviating constipation and adding heparin to the dialysate ○ save the dialysate from infected elderlies for lab tests and follow-up actions • Document the course of the dialysis, including: <ul style="list-style-type: none"> ○ the dialysate used ○ the input and output of dialysate ○ the nature of the dialysate ○ the skin condition around the opening for dialysis catheter <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform peritoneal dialysis care by applying professional knowledge according to professional or evidence-based guidelines • Take measures to protect the privacy of elderlies • Be mindful of the fear and discomfort that elderlies may experience, offer comfort and support
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess elderlies' peritoneal condition and perform appropriate peritoneal dialysis care according to the relevant guidelines and protocols of the institution regarding continuous ambulatory peritoneal dialysis; and • Ability to monitor and document the course of the peritoneal dialysis and manage the possible complications.
Remark	This Unit of Competency is currently performed by enrolled or registered nurses.

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Functional Area - Clinical Care

Title	Prevent Pressure Sores
Code	106052L2
Range	This Unit of Competency is applicable to employees in the elderly care services industry who provide clinical care to elderlies. This Competency applies to day-to-day working environment. Employees are required to take suitable measures to prevent and reduce the risk of developing pressure sores among elderlies according to relevant guidelines and protocol of the institution and the personal basic care plans of individual elderlies.
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge on pressure sores</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the relevant clinical guidelines and protocols of the institution regarding pressure sores prevention • Understand the causes of pressure sores, including intrinsic and extrinsic factors • Understand the common sites of pressure sores development • Understand the stages of pressure sores development and the associated complications • Understand the principle to prevent pressure sores, for example: <ul style="list-style-type: none"> ○ reduce localized pressure on skin ○ avoid shearing force and frictional force on skin ○ provide day-to-day skin care ○ monitor the skin condition of elderlies continuously • Understand the needs of care for pressure sores prevention in different individuals' personal basic care plans. <p>2. Prevention of pressure sores</p> <p>Be able to</p> <ul style="list-style-type: none"> • Monitor elderlies skin condition during day-to-day care according to the relevant guidelines and protocol of the institution • Apply principles of pressure sores prevention in daily care, for example: <ul style="list-style-type: none"> ○ assist elderlies to change position and turn their bodies regularly ○ use proper techniques and tools to reduce frictions and abrasions during transfer ○ keep skin clean and dry, use emollient cream to prevent dryness • Notify healthcare professionals promptly if there are signs of pressure sores development <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform care procedures and take measures to prevent pressure sores according to the relevant guidelines of the institution • Take preventive measures according to the individual's risk and body build so as to reduce the wound and pain caused by pressure sores
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to take appropriate measures to prevent pressure sores during day-to-day care according to the relevant guidelines and protocol of the institution and the personal basic care plan of individual elderlies; and

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	<ul style="list-style-type: none">• Ability to assess the skin condition of elderlies regularly. Inform healthcare professionals immediately for any abnormalities, so as to prevent the symptoms from worsening.
Remark	

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Functional Area - Clinical Care

Title	Handle Scabies Sores
Code	106053L2
Range	This Unit of Competency is applicable to employees in the elderly care services industry who provide clinical care to elderlies. Employees are required to provide proper care to elderlies with scabies under supervision according to the relevant guidelines of the institution, in order to facilitate recovery and prevent scabies from spreading.
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge on scabies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the transmission routes, signs and symptoms of scabies • Understand how scabies impact daily life of elderlies, for example itchiness, the need for isolation, and the negative social impact • Understand how to handle scabies cases properly, for example: <ul style="list-style-type: none"> ○ use personal protective equipment ○ isolate the patient ○ administer proper medications, for example topical scabicial medications and anti-pruritic agents ○ eliminate mites and their eggs that cling on to personal items of the patient • Understand the guidelines of the institution regarding scabies management <p>2. Handling cases of scabies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Handle cases of scabies properly according to the relevant guidelines and protocols of the institution, including: <ul style="list-style-type: none"> ○ wash hands before and after contacting the patient ○ wear personal protective equipment, such as gloves and gowns; clean the personal items of the patient ○ perform isolation measures, such as using a separate room ○ wash hands and change uniform immediately after contacting the patient • Handle the personal items of the patient and their carers properly <ul style="list-style-type: none"> ○ wash the clothes and beddings of the patients separately ○ Wash and disinfect items at high temperature ○ put the items which are difficult to clean in sealed containers for at least 14 days before using again • Provide treatment to patients with scabies, including: <ul style="list-style-type: none"> ○ help them apply topical scabicial medication ○ apply anti-pruritic agent if needed • Document properly the date of scabicial medication use and the relevant procedures <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide care procedures for patients with scabies strictly according to the relevant guidelines and protocols of the institution • Protect the privacy of elderlies and maintain their dignity

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Functional Area - Clinical Care

	<ul style="list-style-type: none">• Be mindful of the anxiety and discomfort elderlies may experience; offer comfort and support
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to handle cases of scabies properly following the relevant guidelines of the institution; and• Ability to handle items that have been in contact with the patient and document the procedures performed.
Remark	

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Functional Area - Clinical Care

Title	Assess the Risk of Pressure Sores
Code	106054L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to assess elderlies' skin condition and the risk of developing pressure sores according to the relevant guidelines and protocol of the institution .
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge on pressure sores</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the relevant clinical guidelines and protocols of the institution regarding assessing the risks of developing pressure sores • Understand the causes of pressure sores, including intrinsic and extrinsic factors • Understand the common sites of pressure sores development • Understand the stages of pressure sores and the associated complications • Understand the methods to assess the risk of developing pressure sores, such as: <ul style="list-style-type: none"> ○ Braden Scale ○ Norton scales <p>2. Assessing risk of pressure sores</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide assessment to elderlies who are recently admitted to or discharged of the institution, and those showing progressive frailty, such as: <ul style="list-style-type: none"> ○ past medical history ○ level of mobility ○ allergic history ○ drug history ○ incontinence ○ skin and wound condition ○ other intrinsic factors, such as nutritional status and body build ○ extrinsic factors such as room temperature, adequacy of support from mattress and seats • Identify the risk of developing pressure sores based on scoring scale • Assess the skin condition and the general condition of elderlies during day-to-day care; report to healthcare professionals if needed • Document and file the assessment result properly, facilitate the formulation of plans to prevent pressure sores • Perform assessment regularly to those in need to achieve continuous monitoring of risk of developing pressure sores <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Take measures to protect the privacy of elderlies during assessment • Perform accurate assessment on elderlies' risk of developing pressure sores • Use appropriate scales to identify those that are at risk of developing pressure sore

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	<ul style="list-style-type: none">• Provide long-term comparative follow-up management according to the health condition of elderlies
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to assess the skin condition of the elderly and their risk of pressure sores according to the relevant guidelines and protocols;• Ability to perform a detailed and accurate assessment using the appropriate pressure sores risk scale; and• Ability to properly document the assessment result in details, as reference materials when formulating long-term care plans for elderlies
Remark	

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Functional Area - Clinical Care

Title	Perform General Wounds Dressing
Code	106055L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide clinical care to elderlies. This Competency involves ability to make judgment. Employees are required to perform general wound care to elderlies according to relevant guidelines and protocol of the institution and conditions of wounds, monitor the healing progress of wounds, so as to promote wound healing and prevent infections.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge on wound care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the causes of wounds, their classifications and the relevant anatomy • Understand the basic assessment of wounds, for example: <ul style="list-style-type: none"> ○ the size of the wound ○ the amount of exudate • Understand methods to apply dressings to general wounds • Understand the factors that affect wound healing, for example: <ul style="list-style-type: none"> ○ nutritional status ○ the location of the wound • Understand methods to perform wound assessment • Understand aseptic techniques • Understand methods to cleanse and care for wound • Understand ways to monitor the progress of wound healing • Understand the relevant guidelines of the institution regarding wound cleansing <p>2. Wound cleansing</p> <p>Be able to</p> <ul style="list-style-type: none"> • Verify the identity of the elderly and the instructions from healthcare professionals regarding wound cleansing <ul style="list-style-type: none"> ○ use the correct wound dressings ○ use the correct cleansing method ○ use the correct dressing method • Assess the condition of the wound and factors that affect wound healing • Explain the procedures to elderlies and obtain their consent; take measures to protect their privacy; help or guide them to stay in proper posture during the procedure; ensure elderlies feel comfortable throughout the wound cleansing process • Provide wound cleansing and care, including: <ul style="list-style-type: none"> ○ use of aseptic techniques ○ use of suitable dressings ○ dress the wound and secure the dressing • Monitor the healing of the wound, by checking: <ul style="list-style-type: none"> ○ the size of the wound ○ the nature and volume of exudate • Monitor for possible complications that may arise after cleansing wounds, such as: <ul style="list-style-type: none"> ○ pain ○ bleeding ○ wound failing to heal for prolonged period

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	<ul style="list-style-type: none"> • Notify medical professionals immediately for any abnormality • Proper documentation of the relevant details of wound care procedures, for example: <ul style="list-style-type: none"> ○ the dressing used ○ condition of the wound <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide wound care strictly according to the relevant guidelines and protocols of the institution • Protect the privacy of elderlies throughout the procedure and minimize the pain caused • Protect the privacy of elderlies and maintain their dignity • Be mindful of the anxiety and discomfort that elderlies may experience; offer support and comfort
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to choose appropriate wound cleansing method and provide the care procedures according to the condition of the wound and relevant guidelines of the institution regarding wound care; and • Ability to monitor the progress of wound healing, and document properly the nursing care procedure provided.
Remark	<p>The general wounds include: stage one and stage two pressure sores, and non-infectious wounds.</p>

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Functional Area - Clinical Care

Title	Perform Complicated Wounds Care
Code	106056L5
Range	This Unit of competency is applicable to employees in the elderly care services industry who provide clinical care to elderlies. This Competency involves ability of critical analysis. Employees are required to assess the conditions of complicated wounds according to the relevant guidelines and protocols of the institution; apply suitable wound care principles; provide personalized wound care and monitor the effects, so as to facilitate wound healing and prevent infection.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge on complicated wound care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the nature of complicated wound, for example: <ul style="list-style-type: none"> ○ the size of the wound ○ the involvement of deep tissues ○ long healing time • Understand the complicated wounds common among elderlies, for example: <ul style="list-style-type: none"> ○ arterial ulcer ○ pressure sores ○ infected wound • Understand the factors affecting healing of wounds <ul style="list-style-type: none"> ○ the pathology of wounds, such as ischaemia, oedema, infection and localize pressure ○ lengthening of healing time due to illness, such as diabetes and vascular disease • Understand normal wound healing process, for example: <ul style="list-style-type: none"> ○ epithelialization ○ granulation • Understand the principles of wound care, for example: <ul style="list-style-type: none"> ○ controlling inflammation and infection ○ keep wound at suitable humidity ○ improve nutritional status ○ modification of lifestyle, such as personal hygiene practice • Understand methods to evaluate complication wounds, such as by observing the amount and nature of exudate • Understand methods to manage complicated wounds <ul style="list-style-type: none"> ○ negative pressure wound therapy ○ various debridement procedures • Understand the functions and properties of different dressings <ul style="list-style-type: none"> ○ anti-microbial dressing ○ non-adherent dressing ○ charcoal dressing ○ absorbent dressing ○ hydrocolloid dressing ○ silver dressing . • Understand methods to monitor wound healing progress

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	<p>2. Complicated wound care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Conduct basic assessment on the condition of the wound, including: <ul style="list-style-type: none"> ○ the type and the location of wound ○ the wound bed status ○ the condition of periwound skin ○ the nutritional status of elderlies ○ evaluation of the complicated wound, for example measure the depth with depth probe • Explain the procedures to elderlies and obtain consent • Protect the privacy of elderlies • Assist elderlies to stay in proper posture, ensure they are comfortable throughout the procedure • Perform wound cleansing and other relevant wound care, including applying methods to care for complicated wounds such as: <ul style="list-style-type: none"> ○ apply aseptic techniques ○ take infection control measures ○ apply appropriate wound cleansing method, such as by irrigation and swabbing ○ Dress the wound properly ○ Apply wound dressings properly, such as anti-microbial dressings and wound fillers • Monitor the wound healing progress, by taking note of: <ul style="list-style-type: none"> ○ the size of wound ○ the wound bed ○ the condition of the periwound skin ○ the colour, odour and the volume of exudate ○ take photos regularly to document the healing progress • Document the care process and relevant information properly, for example: <ul style="list-style-type: none"> ○ the dressing used ○ the antiseptics ○ wound healing progress • If there are signs of issues, refer the case to healthcare professionals if necessary <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide wound care for complicated wounds according to evidence-based guidelines
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to apply assessing and caring methods for complicated wounds according to the relevant guidelines and protocols of the institution, to provide timely and appropriate wound care; and • Ability to monitor the wound healing progress and documenting the care procedures.
Remark	This unit of competency is currently performed by enrolled or registered nurses

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Functional Area - Clinical Care

Title	Formulate Wounds Caring Plan
Code	106057L5
Range	This Unit of Competency is applicable to employees in elderly care services industry who provide clinical care to elderlies. This Competency involves ability of critical analysis and assessment. Employees are required to formulate suitable wound care plans according to the condition of the wound and the factors affecting wound healing, including establishing wound care objectives and relevant measures and reviewing the effectiveness of the plan regularly, in order to facilitate wound healing and prevent wound infections.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge on wound care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the causes of wounds, classifications and relevant anatomy • Understand the normal wound healing process and conditions that facilitate healing • Understand methods to assess of different types of wounds • Understand the principles of promoting wound healing, including <ul style="list-style-type: none"> ○ medical history of elderlies ○ controlling inflammation and infection ○ keep the wound at suitable humidity ○ improve nutritional status ○ the lifestyle habits of elderlies • Understand different types of wound care procedure • Understand skills required to assess wound healing progress • Understand skills to formulate wound care plans • Understand the relevant details needed to care for wounds among elderlies, for example: <ul style="list-style-type: none"> ○ the lifestyle habits of elderlies ○ the ability of the carer to handle the wound • Understand the community resources available for wound care, for example <ul style="list-style-type: none"> ○ community nurse service ○ out-patient clinics ○ wound-care nurse service <p>2. Formulating wound care plan</p> <p>Be able to</p> <ul style="list-style-type: none"> • Evaluate the condition of the wound and the factors affecting wound healing among elderlies, such as: <ul style="list-style-type: none"> ○ the type and the location of the wound ○ the condition of the periwound skin ○ the nutritional status of elderlies ○ medical illnesses that hinder wound healing, such as diabetes ○ pain . ○ Establish treatment goals according to conditions of elderlies and their wound • Formulate personalized wound care plan according to wound care principles, for example: <ul style="list-style-type: none"> ○ the types of dressings to be used ○ the method of wound cleansing

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	<ul style="list-style-type: none"> ○ the method of wound dressing • Make good use of community resources; make referral if necessary • Allow elderlies and their family members to participate in formulating the wound care plan in order to optimize the plan according to their needs • Review the efficacy of the wound care plan and make adjustment accordingly • Make use of the appropriate format of designing wound care plan and include every detail <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Formulate wound care plans according to evidence-based guidelines; lay down care assessments and care procedures required • Formulate wound care plan objectively and respect the right of choice of elderlies and their family
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess the condition of the wound; identify the factors affecting the wound healing; formulate a personalized wound care plan; and • Ability to use the correct format to design wound care plans, and review their efficacy.
Remark	

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Functional Area - Clinical Care

Title	Monitor Blood Sugar and Urine Glucose levels
Code	106058L3
Range	This Unit of Competency is applicable to employees in elderly care service industry providing clinical care to elderlies. This Competency involves ability to make judgments. Employees are required to monitor elderlies' blood and urine glucose levels according to relevant guidelines of the institution; use appropriate instruments and methods to monitor the elderlies' blood and urine glucose conditions; identify abnormal blood and urine glucose values, and assist to monitor elderlies' diabetes conditions.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on blood and urine glucose</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic pathological process of diabetes • Understand how to identify the normal blood and urine glucose values, including <ul style="list-style-type: none"> ○ the normal range of values ○ the units of blood and urine glucose levels • Understand the factors affecting the blood and urine glucose values, for example, <ul style="list-style-type: none"> ○ the time of food consumption ○ food types ○ medication • Understand the skills in measuring blood glucose, for example, <ul style="list-style-type: none"> ○ Operation of blood glucose meters ○ Method of collecting capillary blood specimens • Understand the skills in testing glucose level in urine, for example, <ul style="list-style-type: none"> ○ Application of urine glucose test strips ○ Method of collection for urine specimens • Understand the method of recording blood and urine glucose levels, for example, <ul style="list-style-type: none"> ○ Application of glucose test strips ○ Method of microvascular sample collection • Understand skills to document blood and urine glucose levels • Understand the guidelines of the institution with respect to monitoring blood and urine glucose levels <p>2. Monitoring blood and urine glucose</p> <p>Be able to</p> <ul style="list-style-type: none"> • Verify identity of elderlies and conduct relevant assessments according to their needs, including: <ul style="list-style-type: none"> ○ Elderlies' ability to control urination, ranging from total incontinence, to going to toilets by themselves as they desire. ○ Factors affecting blood and urine glucose levels, for example, intake of food, and peritoneal dialysis • Check testing equipment and supplies, for example, <ul style="list-style-type: none"> ○ Ensure the blood glucose meter is functioning properly ○ Ensure the blood and urine glucose test strips have not expired • Perform correct procedures to monitor blood glucose level, including <ul style="list-style-type: none"> ○ Take standard preventions ○ Clean skin surfaces with water and soap or alcohol-based cleanser

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	<ul style="list-style-type: none"> ○ Select a suitable site for venipuncture ○ Insert the needle to draw blood ○ Use blood glucose meter to read blood glucose levels • Perform post-venipuncture care, for example, stop bleeding and tape the gauze to the puncture site • Perform correct procedures to monitor urine glucose level, including <ul style="list-style-type: none"> ○ Take standard preventions ○ Select suitable method to collect urine specimen according to elderlies' ability to control urination, for example, using catheters or chamber pots ○ Use urine glucose paper strips to test urine glucose levels • Analyse blood and urine glucose levels. In case of abnormal blood or urine glucose levels, refer the case to healthcare professionals for follow-up actions. • Record the blood and urine glucose levels, as well as relevant information properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • perform procedures to monitor elderlies' blood and urine glucose levels according to the relevant guidelines of the institution, and • Protect the privacy of elderlies in order to maintain their dignity • Be mindful of the anxiety and discomfort experienced by elderlies, provide support and comfort
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to monitor the blood and urine glucose levels, and perform the blood and urine glucose tests by using suitable equipment and methods according to relevant guidelines of the institution; and • Ability to analyse the blood and urine glucose values, report to healthcare professionals if necessary, and record relevant information during the monitoring process.
Remark	

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Functional Area - Clinical Care

Title	Communicate with Elderlies with Dementia
Code	106059L3
Range	This Unit of Competency is applicable to employees in elderly care service industry providing care service to elderlies. The Competency involves the ability to analyse and make judgments. Employees are required to understand the characteristics of communication with demented elderlies, analyse the causes of communication difficulties and their needs, and communicate with them effectively in order to understand their needs and feelings, and reduce their emotional problems arising from communication problems.
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on the characteristics of communication with demented elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition, causes, symptoms and stages of dementia • Understand the communication abilities of elderlies with dementia in their early, middle and late stage • Understand the causes of communication difficulties, for example, <ul style="list-style-type: none"> ○ Personal factors of elderlies, for example, deteriorated ability to understand that causes communication barrier ○ Carers' factors, for example, speaking too fast or in a high-pitched voice , causing stress to the patients ○ Environmental factors, for example, noisy environment and dim lighting • Understand the principles and skills in communication with demented elderlies • Understand other possibilities affecting the communication of elderlies, for example, <ul style="list-style-type: none"> ○ Reduced hearing ability ○ Impaired vision ○ post-stroke elderlies suffering from speech impairment <p>2. Communication with elderly suffering from dementia</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand and analyse elderlies' ability to communicate, characteristics of their communication and the cause of communication difficulties by talking with elderlies and making observation, including personal factors of elderlies, carers' factors and environmental factors • Adopt suitable communication methods to improve the communication with elderlies depending on their cognitive abilities, for example, <ul style="list-style-type: none"> ○ Elderlies in early stage of dementia usually experience memory loss and difficulties recalling information. It is advisable to repeat important points as reminders when talking to them. ○ Elderlies in middle stage of dementia usually experience difficulties in finding words and retarded ability to understand language. It is advisable to use simple sentences and aid communication with body languages ○ Elderlies in late stage of dementia usually cannot communicate verbally. Pay attention to their facial expressions, tones and body languages to interpret their feelings. Also use real objects to help them convey their thoughts. Use of non-verbal means to communicate. • Identify other factors affecting elderlies' communication and the ways to improve, for example,

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	<ul style="list-style-type: none"> ○ Improve hearing/ vision by reminding elderlies to put on assistive tools, for example, hearing aids / glasses ○ If elderlies have difficulties with verbal language, encourage them to use non-verbal communication, for example, written words and pictures ● Adhere to the following principles when communicating with elderlies suffering from dementia: <ul style="list-style-type: none"> ○ Encourage elderlies to communicate with others more often ○ Ensure the environment is suitable for communication, for example, do it in a quiet environment and minimise the disturbance due to noise ○ Use non-verbal communication methods more often, for example, body languages, pictures and eye-contacts ○ Use simple and concise sentences ○ Listen to elderlies patiently and try to understand the underlying meaning of their words ○ Sit face-to-face with elderlies, try to maintain eye contact, and draw elderlies' attention ○ Respect elderlies and treat them as adults during conversation, avoid treating them as children ○ Arrange suitable communication aids, for example, pictures, photo albums, communication books <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> ● Establish specific mode of communication with demented elderlies according to their communication abilities ● Act patiently, be accommodating and respectful when communicating with elderlies
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> ● Ability to assess the communication ability of elderlies based on characteristics of their communication, and analyse the causes of communication difficulties; and ● Ability to adopt and establish appropriate communication methods, improve elderlies' communication ability, alleviate elderlies' emotional problems due to communication difficulties.
Remark	

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Functional Area - Clinical Care

Title	Design a Suitable Living Environment for Psychiatric Patients
Code	106060L4
Range	This Unit of Competency is applicable to employees in elderly care service industry providing clinical care service to elderlies. This competency involves the ability to analyse and make judgments. Employees are required to analyse psychiatric patients' needs in terms of medical care and rehabilitation, and design suitable living environment in order to ensure the safety, privacy and dignity of the patients, and improve their quality of life.
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to the needs in living environment of psychiatric patients</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition, types, cause and symptoms of psychiatric disorders • Understand the daily routine of patients in the institution • Understand the principles of psychosocial rehabilitation for psychiatric patients • Understand the principles in designing living environment suitable for psychiatric patients • Understand the designs that favour rehabilitation of psychiatric patients; create an environment that can support their physical, mental and social rehabilitation • Understand the relevant laws, guidelines and policies laid down by the institution and regulatory authorities with respect to the provision of residential care services for people with disabilities, such as: <ul style="list-style-type: none"> ○ Guidelines and policies of the institution regarding privacy and environment safety ○ Service quality standards of the Social Welfare Department ○ Code of Practice for Residential Care Homes (Persons with Disabilities) issued by the Social Welfare Department ○ Universal Design Guidebook For Residential Development in Hong Kong issued by the Hong Kong Housing Society ○ Residential Care Homes (Persons with Disabilities) Ordinance (CAP 613, Laws of Hong Kong) ○ Residential Care Homes (Persons with Disabilities) Regulation (CAP 613A, Laws of Hong Kong) <p>2. Design living environment suitable for psychiatric patients</p> <p>Be able to</p> <ul style="list-style-type: none"> • Design living environment suitable for psychiatric patients based on relevant design principles, for example, <ul style="list-style-type: none"> ○ Create a home-like atmosphere and familiar environment ○ Blend elements of rehabilitation seamlessly into the environment, for example, use soft materials for curtains and carpets to absorb sounds, reduce echoes and possible auditory hallucination; use proper lighting to avoid dark shadows and illusions ○ Reduce the danger of wandering, for example, alarms to prevent elderlies from being lost ○ Set up different rooms to incorporate and coordinate different services, for example, activity rooms, treatment rooms and meeting rooms to facilitate provision of services by different professionals, .

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	<ul style="list-style-type: none"> ○ When designing the living environment, respect patients' autonomy, right to decide and privacy • Consider patients' needs in terms of nursing care and rehabilitation, further improve their living environment, for example, <ul style="list-style-type: none"> ○ Biological aspects, for example, use bigger signage and create strong colour contrast between the wall and handrail for patients with impaired vision ○ Psychological aspects, for example, provide predictable activities resources and schedule a timetable for daily routine activities to reduce the anxiety of the patients ○ Social aspects, for example, design common areas and a wide range of group activities to help patients improve their social skills, and thus enhance their communication ability and self-confidence <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • When designing living environment for psychiatric patients, ensure the patients' autonomy, privacy and right to decide are well-respected • Ensure the living environment complies with the relevant laws and requirements of the authorities • Be mindful of the patients' personal feeling, show support and understanding in order to build their confidence and trust
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to apply relevant design principles in designing a suitable, comfortable and safe living environment for psychiatric patients according to their physical, mental, social, nursing care and rehabilitation needs, so as to improve their quality of life.
Remark	

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Functional Area - Clinical Care

Title	Manage Behavioural and Psychological Symptoms of Dementia (BPSD)
Code	106061L4
Range	This Unit of Competency is applicable to employees in elderly care service industry providing clinical care to elderlies. This competency involves the ability to analyse and make judgment. Employees are required to assess the psychological symptoms of elderly suffering from dementia, analyse the causes and handle the behavioural and psychological problems of elderlies specifically, in order to alleviate the symptoms and thus the harm and nuisance caused to others.
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to the behavioural and psychological symptoms of dementia</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition, causes and symptoms of dementia • Understand the types of behavioural and psychological symptoms • Understand the causes of behavioural and psychological symptoms, for example, <ul style="list-style-type: none"> ○ Biological factors, for example, feeling unwell and pain. ○ Psychological factors, for example, the lack of security or fear. ○ Social factors, for example, fear of interaction with others, the feeling of being excluded, and communication difficulties ○ Environmental factors, for example, noise, lighting, carer's attitude, and new environment • Understand the process of handling the behavioural and psychological symptoms, including: <ul style="list-style-type: none"> ○ Assess and analyse the possible causes of the behavioural and psychological symptoms ○ Provide feasible solutions ○ Implement the solutions ○ Review the handling process and outcomes ○ Review the effectiveness of such solutions • Understand the use of psychological symptoms and cognitive ability assessment tools, for example, <ul style="list-style-type: none"> ○ Cohen - Mansfield Agitation Inventory ○ Cornell Scale for Depression in Dementia ○ Rating Anxiety in Dementia ○ Mini - Mental State Examination • Understand the methods to handle behavioural and psychological symptoms <p>2. Handle behavioural and psychological symptoms of dementia</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess the biological, psychological and social conditions of elderlies with objective assessment tools, observe and record the behavioural and psychological symptoms of elderlies by means of meeting with their family and other employees of the institution, for example, <ul style="list-style-type: none"> ○ Understand the time, frequency and duration of displaying symptoms, and factors that trigger them ○ Assess the biological and psychological conditions of elderlies, for example, self-care ability, sleeping conditions and emotions

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	<ul style="list-style-type: none"> ○ Assess cognitive abilities ○ Understand medical history ○ Understand their social life, for example, family backgrounds, and how they get along with others. ○ Environmental factors • Analyse the possible causes of behavioural and psychological symptoms, set an order of priority to handle the cases according to how seriously those symptoms influence the elderlies or others, and implement the most feasible solutions • When elderlies display emotional instability or any behaviour that disturbs others, follow the relevant guidelines of institution to handle the situation and ensure the safety of elderlies and others • Review the effectiveness of the solutions by taking note of: <ul style="list-style-type: none"> ○ Changes in the behavioural and psychological symptoms, such as changes in frequency and duration of symptoms, and how seriously those symptoms affect others and themselves ○ Use objective assessment tools to measure the effectiveness • Fine-tune the solutions after review for the best results <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Analyse the factors that trigger behavioural and psychological symptoms among elderlies; assess the effectiveness of the treatments objectively • Ensure the safety of elderlies and others on the spot, maintain elderlies' dignity when handling their behavioural and psychological symptoms
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency:</p> <ul style="list-style-type: none"> • Ability to assess the behavioural and psychological symptoms of elderlies, analyse the triggering factors and decide the safe and feasible handling methods in order to ease the symptoms; and • Ability to review the effectiveness of the handling methods with objective indicators, and make appropriate adjustments when necessary to ensure effectiveness.
Remark	<p>Cornell Scale for Depression in Dementia Lin, J. N. & Wang, J. J. (2008). Psychometric evaluation of the Chinese version of the Cornell Scale for Depression in Dementia. Journal Nursing Research, 16(3), 202-210. Rating Anxiety in Dementia Cheung, D.S. K. & Lai, C. K. Y (2012). Translating and validating the Chinese version of the rating anxiety in dementia scale. (Manuscript submitted for publication)</p>

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Functional Area - Clinical Care

Title	Apply Non-pharmaceutical Therapy to Manage Psychiatric Symptoms
Code	106062L4
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This competency involves the ability of analysis and making judgment. Employees are required to understand the elderlies' psychological status and their therapeutic needs, and provide non-medication therapy to alleviate their psychiatric symptoms according to the suggestions and prescriptions by healthcare professionals, in order to enhance elderlies' psychological health.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to psychiatric symptoms and non-medication therapy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the types, causes and symptoms of psychiatric disorders, including: <ul style="list-style-type: none"> ○ Depression ○ Anxiety disorders ○ Severe psychiatric illness, for example, psychosis and bipolar disorder • Understand the procedures of applying non-medication therapy to handle psychiatric symptoms, including: <ul style="list-style-type: none"> ○ Assess and analyse the symptoms ○ Formulate concrete and feasible therapy plans with treatment targets and methods ○ Execute therapy plan ○ Evaluate the effectiveness of the therapy ○ Continue / update plans • Understand the types of non-medication therapy, for example, <ul style="list-style-type: none"> ○ Music therapy ○ Sensation therapy ○ Cognitive behavioural therapy ○ light therapy. <p>2. Provide non-medication therapy to alleviate psychiatric symptoms</p> <ul style="list-style-type: none"> • Evaluate the personal basic care plan of elderlies, understand their psychiatric conditions and cater to their needs • Understand the psychiatric, physiological, mental and social conditions of elderlies, by taking note of: <ul style="list-style-type: none"> ○ Medical records ○ Physiological and mental conditions, for example, self-care ability, sleeping quality, and emotions ○ Observe the appearance of elderlies, for example, clothing and appearance, gestures and facial expressions, personal hygiene habits ○ Understand elderlies' main psychiatric symptoms by observations and asking ○ Time, frequency and duration of symptoms and how they impact elderlies' daily life ○ Current treatments received by elderlies, for example, psychiatric drugs and non-medication therapy ○ Elderlies' social life, for example, family background, how well they get along with others

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	<ul style="list-style-type: none"> ○ Environmental factors • Provide specific non-medication therapy to elderlies to alleviate their psychiatric symptoms according to the suggestions and prescriptions by healthcare professionals • Evaluate the effectiveness of the non-medication therapy plan continuously, by taking note of: <ul style="list-style-type: none"> ○ Changes in psychiatric symptoms, for example, changes in frequency, duration or intensity of the symptoms, and their impacts on themselves and others ○ Use objective indicators to assess effectiveness • Revise methods of intervention after review for the best outcome • Refer the cases to healthcare professionals, such as clinical psychologists and occupational therapists, for further assessment and other non-medication therapy, for example, <ul style="list-style-type: none"> ○ Psychotherapy ○ Cognitive-behavioural therapy <p>3. Exhibit professionalism</p> <p>be able to</p> <ul style="list-style-type: none"> • Provide non-medication therapy correctly to elderlies to alleviate their psychiatric symptoms according to the suggestions and prescriptions by healthcare professionals • Be mindful of elderlies' personal feelings, show support and understanding in order to build their confidence and trust
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to provide non-medication therapy to elderlies according to their psychiatric, physiological, mental and social conditions, and the suggestions and prescriptions by healthcare professionals; and • Ability to evaluate the effectiveness of the treatment plans, adjust the plan and make referral when necessary, in order to ensure the effectiveness of the treatment
Remark	

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Functional Area - Clinical Care

Title	Prevent Constipation
Code	106063L2
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This competency should be applied under supervision. Employees are required to provide care for constipation prevention to elderlies according to relevant guidelines of the institution and their bowel movements so as to enhance elderlies' health of the digestive tract.
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to constipation</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the common definitions and symptoms of constipation, such as: <ul style="list-style-type: none"> ○ Decrease in frequency of passing stool ○ Difficulty passing stool ○ Hard and dry stool • Understand the causes of constipation among elderlies, such as: <ul style="list-style-type: none"> ○ Lifestyle habits, including: diet, bowel habits, activity or exercise level ○ Chronic diseases, including: diabetes, stroke ○ Chronic intake of laxatives • Understand the methods assessing bowel habits • Understand the correct methods to prevent constipation • Understand the guidelines of the institution regarding care for constipation prevention <p>2. Prevention of constipation</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the bowel movements among elderlies, such as: <ul style="list-style-type: none"> ○ frequency of passing stool ○ Nature of stool • Encourage elderlies to develop regular bowel habits and improve their diets, including: <ul style="list-style-type: none"> ○ Arrange for and encourage elderlies to eat food rich in dietary fibre, vegetables and fruits ○ Ensure elderlies to drink sufficient fluid, for example, water, soup and juice • Encourage elderlies to have sufficient exercise • Help elderlies and guide them to use assistive devices for bowel movement, for example, chamber pots and commodes. Meanwhile, pay attention to their safety and protect their privacy. Do not disturb them when they passing stool. • Use laxatives correctly according to doctor's prescriptions if necessary; encourage elderlies not to rely on laxatives chronically • When constipation conditions are found to be deteriorating or failing to improve, report to healthcare professionals immediately • Document constipation prevention measures taken and related information properly for tracking effectiveness <p>3. Exhibit professionalism</p> <p>Be able to</p>

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	<ul style="list-style-type: none">• Provide elderlies with care for constipation prevention strictly according to the guidelines of the institution regarding care for prevention of constipation• Protect the privacy of elderlies and maintain their dignity• Be mindful of the anxiety and discomfort elderlies may experience. Offer comfort and support.
Assessment Criteria	<p>The integrated outcome requirements of this unit of competency are:</p> <ul style="list-style-type: none">• Ability to provide suitable care for prevention of constipation according to the guidelines of the institution and elderlies' bowel movement conditions; and• Ability to document the care procedures provided and the nature of stool correctly.
Remark	

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Functional Area - Clinical Care

Title	Perform Colostomy Care
Code	106064L3
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This competency involves the ability to make judgment. Employees are required to provide care for colostomy to elderlies and monitor normal functioning of their colostomy according to relevant guidelines of the institution and their colonial health conditions so as to improve elderlies' health of digestive tract.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to the care for colostomy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic anatomy of digestive system, for example, the position and functions of duodenum, small intestine, colon and anus • Understand common indications and purposes of colostomy • Understand the normal condition of a colostomy • Understand the required appliances and equipment for the care for colostomy, including: <ul style="list-style-type: none"> ◦ different types of colostomy bags and their respective functions ◦ stoma measuring cards • Understand methods to change colostomy bags and care procedures for stoma • Understand methods to inspect the conditions of the stoma and the surrounding skin • Understand methods to care for the stoma and the surrounding skin <p>2. Provide care for colostomy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Verify identities of elderlies, assess the conditions of the colostomy and the surrounding skin, such as <ul style="list-style-type: none"> ◦ Colour, shape and secretions of the colostomy ◦ Amount and colour of excrement ◦ Conditions of the surrounding skin • Perform preparations for colostomy care correctly, including <ul style="list-style-type: none"> ◦ Prepare supplies and tools applicable to individual elderlies, such as dressing, colostomy bags ◦ Take standard infection control measures, such as washing hands, wearing gloves • Change the colostomy bags correctly and take related care measures, including: <ul style="list-style-type: none"> ◦ Remove any excrement inside the colostomy bag ◦ Clean the stoma and the surrounding skin ◦ Prevent skin irritation or abrasion with different products, such as skin barrier powder or cream ◦ Measure the stoma size and prepare a suitable colostomy bag in accordance with the size measured • Monitor any possible complications, such as: <ul style="list-style-type: none"> ◦ Skin damage ◦ Excessive skin cuticle growth • Report to healthcare professionals immediately when the stoma is found to be abnormal • Document the details of excrement and faeces, including:

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	<ul style="list-style-type: none"> ○ Date, time and methods for changing colostomy bags, the amount and the colour of excrement <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • provide elderlies with colostomy care strictly according to the guidelines of the institution regarding colostomy care • Protect the privacy of elderlies and maintain their dignity • Be mindful of the anxiety and discomfort elderlies may experience. Offer comfort and support
Assessment Criteria	<p>The integrated outcome requirements of this unit of competency are:</p> <ul style="list-style-type: none"> • Ability to change colostomy bags and take related care measures according to relevant guidelines of the institution and elderlies' colonial health conditions; and • Monitor any possible complications and document the procedures performed and relevant details of colostomy care.
Remark	

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Functional Area - Clinical Care

Title	Perform Tube Feeding
Code	106065L3
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This competency involves the ability to make judgment. Employees are required to make sure the position of the nasogastric tube is correct, feed elderlies with the tube and monitor their conditions according to relevant guidelines of the institution, so as to ensure elderlies' safety.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to tube feeding</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic anatomy of the digestive system, for example, the structure of oesophagus, stomach and duodenum • Understand the common indications of tube feeding • Understand the types of tube feeding and the relevant supplies and tools, including: <ul style="list-style-type: none"> ○ measuring cup ○ tube feeding formulas ○ feeding bottle ○ stethoscope ○ pH testing paper ○ syringes • Understand the correct methods of tube feeding • Understand the methods to verify correct position of the nasogastric tube • Understand the method to monitor elderlies' digestive conditions <p>2. Perform tube feeding</p> <p>Be able to</p> <ul style="list-style-type: none"> • Verify elderlies' identity and scheduled time for tube feeding • Prepare tube feeding formula, and perform correct tube feeding procedures, including <ul style="list-style-type: none"> ○ Wash hands and wear gloves correctly ○ Help elderlies stay in proper posture, elevate the head of bed to at least 30 degrees ○ Place the supplies and formula at bedside for easy retrieval • Check position of nasogastric feeding tubes and ensure it is in the correct position inside elderlies body, including: <ul style="list-style-type: none"> ○ Ensure the correct position of the end of the nasogastric tube which goes through the nose ○ Extract the gastric fluid and measure the pH using pH testing papers ○ In case of doubts regarding the position of the nasogastric tube, report to supervisors or healthcare professionals immediately for confirmation • Monitor elderlies' digestive conditions, including: <ul style="list-style-type: none"> ○ Measure the residual of the stomach content to understand how well elderlies absorb food nutrients ○ Evaluate the contents drawn from the stomach and observe their colour, amount and nature. ○ In case stomach content appears brown or blood red, stop feeding immediately and report to healthcare professionals

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	<ul style="list-style-type: none"> Inject the formula into the stomach, monitor the process of delivery, including: <ul style="list-style-type: none"> Pouring the formula into the feeding bottle at a suitable speed Purge air in the tube Adjust the speed of formula injection Observe elderlies' conditions during tube feeding, and perform suitable care procedures afterwards, such as <ul style="list-style-type: none"> Note whether elderlies show any signs of distress, such as coughing, nausea, vomiting, breathing difficulty, or face turning purple Rinse the tube with 50ml-100ml of warm water Do not let formula stay in the tube Crush prescribed pills and dissolve them in warm water before injecting into the nasogastric tube Let elderlies sit or lie in a comfortable position, sit them upright or half-sitting position for at least 40 to 60 minutes after tube feeding Clean the feeding supplies thoroughly If elderlies show any signs of distress, stop feeding and report to healthcare professionals immediately Properly record the feeding time and the amount of formula fed <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> administer tube feeding for elderlies strictly according to the guidelines of the institution regarding tube feeding Be mindful of the anxiety and discomfort elderlies may experience; offer comfort and support
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to verify the correct position of the nasogastric tube, perform tube feeding procedures correctly and monitor elderlies' digestive conditions according to relevant guidelines of the institution; and Ability to observe elderlies' conditions during tube feeding, and document the feeding procedures and relevant information properly
Remark	

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Functional Area - Clinical Care

Title	Feed elderlies with Swallowing Difficulty
Code	106066L3
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This competency involves the ability of making judgment. Employees are required to help feed elderlies with swallowing difficulty according to their swallowing ability and relevant guidelines of the institution, observe their swallowing conditions, prevent choking and any complications caused by swallowing difficulty.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to elderly with swallowing difficulty</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand common causes of swallowing difficulty among elderlies, such as: <ul style="list-style-type: none"> ○ Stroke ○ Cancer • Understand common complications of swallowing difficulty, such as: <ul style="list-style-type: none"> ○ Aspiration pneumonia ○ Airway obstruction • Understand techniques and skills for using tools and supplies to assist swallowing, such as: <ul style="list-style-type: none"> ○ Special dining utensils ○ Thickener • Understand the skills and techniques to feed elderlies with swallowing difficulty • Understand symptoms of choking, such as <ul style="list-style-type: none"> ○ Coughing ○ voice changes ○ Decrease in blood oxygen level • Understand the guidelines of the institution regarding feeding care <p>2. Feeding elderly with swallowing difficulty</p> <p>Be able to</p> <ul style="list-style-type: none"> • Prepare assistive tools and supplies according to the elderlies' swallowing difficulty and assessment results from speech therapists, such as: <ul style="list-style-type: none"> ○ Add suitable amount of thickener to food ○ Puree the food • Use special dining utensils according to the types of food consumed and guidance from healthcare professionals, such as: <ul style="list-style-type: none"> ○ Cups which can regulate liquid flow ○ Small spoons • Apply suitable skills to feed elderlies with swallowing difficulty <ul style="list-style-type: none"> ○ Help elderlies sit upright ○ Ensure the pace of feeding and the amount of food fed are suitable while feeding ○ Do not feed excessive amount of food ○ Ensure elderlies are fully conscious and awake when fed • Take care measures after feeding, such as: <ul style="list-style-type: none"> ○ Prevent elderlies from lying down after eating ○ Ensure all food is swallowed ○ Provide sufficient liquid for elderlies to drink to avoid dehydration

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	<ul style="list-style-type: none">• Document eating process and related information properly, such as:<ul style="list-style-type: none">◦ Amount of food consumed◦ Swallowing conditions during the feeding process• Monitor the swallowing status, and notify healthcare professionals immediately for any abnormal observations <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• feed elderlies with swallowing difficulty safely according to the guidelines of the institution regarding feeding care strictly• Be mindful of elderlies' personal eating habits and preferences. Offer support and encouragement
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to apply feeding skills correctly; ensure elderlies eat safely according to relevant guidelines of the institution and the swallowing ability of individual elderlies; and• Ability to monitor elderlies' swallowing process and document the eating process and other related information properly.
Remark	

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Functional Area - Clinical Care

Title	Replace Nasogastric Tube
Code	106067L4
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This competency involves the ability of critical analysis and assessment. Employees are required to change nasogastric tubes, adopt suitable care plans and monitor any possible complications according to the procedures and guidelines of the institution regarding changing nasogastric tube, reasons for elderlies to change nasogastric tubes and the assessed conditions of their digestive systems.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to changing nasogastric tube</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant procedures and guidelines of the institution regarding changing nasogastric tube • Understand the anatomy of digestive system • Understand complications related to changing nasogastric tube and respective handling methods • Understand common reasons for changing nasogastric tube, including: <ul style="list-style-type: none"> ○ nasogastric tube used for prolonged period beyond the lifespan recommended by manufacturers ○ Need for a thicker nasogastric tube for drainage • Understand the types and usage of nasogastric tubes, including: <ul style="list-style-type: none"> ○ Different materials, for example, rubber and silicone ○ Different diameters, for example, measurement in FR • Understand tools for changing nasogastric tube, such as <ul style="list-style-type: none"> ○ Water-soluble lubricants ○ pH testing paper ○ Stethoscope • understand the correct methods to change nasogastric tube and the relevant care procedures • Understand the methods to verify the position of the nasogastric tube • Understand the methods to monitor any complications caused by changing nasogastric tube • Understand the correct methods to document the procedures of changing nasogastric tube <p>2. Change nasogastric tube</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies' nasopharynx and oesophagus conditions; select suitable nasogastric tubes as well as other related tools according to their reasons for changing nasogastric tubes • Explain the procedures to elderlies and seek their cooperation • Protect the privacy of elderlies and offer comfort • Verify elderlies' identities, the types of nasogastric tubes and date of use • Change nasogastric tubes correctly by following the procedures, including: <ul style="list-style-type: none"> ○ Take standard precautions ○ Choose a suitable nostril for insertion

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	<ul style="list-style-type: none"> ○ Clean the nostril and mouth cavity before changing the nasogastric tube ○ Measure the length of the nasogastric tube inserted ○ Help elderlies or guide them to stay in correct posture ○ Give elderlies correct instruction to swallow so as to facilitate tube insertion ○ Choose a suitable nostril for insertion ○ Help elderlies or guide them to stay in correct posture ○ Affix the nasogastric tube. <ul style="list-style-type: none"> ▪ Confirm the nasogastric tube has been inserted to a correct position based on: <ul style="list-style-type: none"> ○ pH value of extracted fluid for examination ○ If no stomach content or fluid with a pH value smaller than 5.5 is extracted, conduct further assessments such as auscultation with a stethoscope. In case of doubt, refer the case to healthcare professionals for examination. • Take care measures correctly after changing nasogastric tube • Monitor elderlies' conditions after changing nasogastric tube and take note of any possible complications, such as: <ul style="list-style-type: none"> ○ Breathing difficulty ○ Displacement of the nasogastric tube ○ Bleeding of the nasal mucous membrane or skin abrasion • Educate elderlies not to remove the nasogastric tube by themselves • Document properly the procedures of changing nasogastric tube, date of changing, nasogastric tubes used, reactions of elderlies and related equipment used <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform the procedures to change nasogastric tube in accordance with evidence-based guidelines
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess elderlies' conditions of their digestive system; select suitable tools and nasogastric tubes according to relevant procedures and guidelines of the institution and elderlies' reasons for changing nasogastric tube; • Ability to perform procedures correctly to change nasogastric tube; and • Ability to monitor elderlies' conditions after changing the nasogastric tube; handle any possible complications and document the changing procedures and related information.
Remark	This Unit of Competency is currently conducted by enrolled or registered nurses.

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Functional Area - Clinical Care

Title	Inspect First Aid Kits
Code	106068L1
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This Competency applies to day-to-day routine tasks. Employees are required to check first aid kits and ensure it is well-stocked and ready for use according to relevant standards, procedures and guidelines of the institution .
Level	1
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to the management of first aid kits</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the standards, procedures and guidelines of the institution regarding management of first aid kits • Understand the locations of the first aid kits within the institution • Understand relevant basic requirements for first aid kits under the Occupational Safety and Health Ordinance, such as: <ul style="list-style-type: none"> ○ Clear location marking of first aid facilities ○ items in each first aid kit and quantity required • Understand the format in filling in forms related to checking of first aid kits in the institution <p>2. Check first aid kits</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure first aid kits are clearly marked with the words "FIRST AID", and ensure they are placed in the designated locations within the institution • Check regularly the items in the first aid kits according to the procedures and guidelines of the institution regarding the management of first aid kits, including: <ul style="list-style-type: none"> ○ Check whether the items and the quantities of the first aid supplies satisfy the requirements ○ Check the expiry dates of the first aid items, ensure they are in serviceable status, and handle expired or damaged items properly ○ Check the packaging of the first aid items to ensure they are not damaged or contaminated ○ Ensure there is a bilingual manual in Chinese and English in each first aid kit ○ Regularly organize the items in the first aid kits. Keep first aid kits tidy and stored in a clean and dry place. Ensure there is nothing else other than first aid items are in the kits, such as over-the-counter medications and herbal rub for rheumatic pain • Record the checking results on designated record forms, and report to supervisors for replacement of items, including the records of: <ul style="list-style-type: none"> ○ Expired and damaged items ○ stock level of the items <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure all first aid kit items are well-stocked and ready for use

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	<ul style="list-style-type: none">• check first aid kits properly according to the standards, procedures and guidelines of the institution regarding management of first aid kits
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to check first aid kits properly according to the standards, procedures and guidelines of the institution regarding management of first aid kits; and• Ability to recite the standards, procedures and guidelines of the institution regarding management of first aid kits and the relevant requirements in the Occupation Safety and Health Ordinance accurately, and maintain proper check-up records.
Remark	

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Functional Area - Clinical Care

Title	Escort for Emergency Transfer
Code	106069L2
Range	This Unit of Competency is applicable to employees in elderly care services industry who provide clinical care to elderlies. This Competency should be applied under supervision. Employees are required to escort elderlies for emergency transfer according to the relevant guidelines of the institution and offer support during the transfer .
Level	2
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to emergency transfer</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant procedures and guidelines of the institution regarding emergency transfer • Obtain the personal information of the sick or injured elderly, e.g., <ul style="list-style-type: none"> ○ Name and age ○ Simple medical history ○ Reason for admission ○ Method to contact his/her family • Learn and apply the skills of communication with healthcare professionals and family of elderly <p>2. Conduct escort for emergency transfer</p> <ul style="list-style-type: none"> • Conduct escort for emergency transfer according to relevant procedures and guidelines of the institution, such as <ul style="list-style-type: none"> ○ Collect personal information and identity card of elderly from supervisor ○ Accompany the sick or injured elderly to the hospital by ambulance ○ Assist the sick or injured elderly to register at the A&E department or the clinic ○ Keep in touch with the family of the elderly while awaiting for their arrival ○ Assist elderly to get to the designated locations for triage, observation, treatment, and arrangement for admission, until his/her family arrive and take up such responsibility from there ○ Explain the conditions and return the personal belongings of elderly to his family ○ Report clearly the whole process to the supervisor • Reassure elderly during the emergency transfer; pay attention to their needs and provide prompt assistance • Report to the supervisor for staff deployment if his/her family cannot come to the hospital or clinic to provide care to the sick or injured elderly • Notify the supervisor immediately in case of death of the elderly for proper follow-up actions <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Maintain good communication with the sick or injured elderly and his family during the emergency transfer • Soothe the elderly's anxiety by accompanying and comforting him/her during the transfer and providing appropriate assistance.

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Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to accompany the elderly to the hospital or clinic for treatment until his/her family arrive and take over the responsibility according to relevant procedures and guidelines of the institution regarding emergency transfer; and• Ability to keep in touch with the institution and the sick or injured elderly's family, and report clearly to the supervisor the whole procedure.
Remark	

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Functional Area - Clinical Care

Title	Handle Hyperglycemia / Hypoglycemia
Code	106070L3
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This competency involves the ability of analysis and making judgment. Employees are required to assess elderlies' clinical signs and symptoms, ascertain whether they suffer from hyperglycaemia or hypoglycaemia and provide suitable first aid treatments according to relevant procedures and guidelines of the institution regarding management of hyperglycaemia / hypoglycaemia, so as to prevent the occurrence of any potentially fatal complications caused by unstable blood glucose level.
Level	3
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to blood glucose and diabetes</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant procedures and guidelines of the institution regarding management of hyperglycaemia / hypoglycaemia • Understand different types diabetes, their respective causes and treatments • Understand the fundamental knowledge about the digestive system and the endocrine system • Understand the causes, signs, symptoms and complications of hyperglycaemia, e.g., diabetic ketoacidosis • Understand the causes, signs, symptoms and complications of hypoglycaemia, for example, hypoglycaemic shock • Understand methods to use blood glucose meter and the normal range of blood glucose level • Understand the first aid treatment for hyperglycaemia / hypoglycaemia <p>2. Manage hyperglycaemia / hypoglycaemia</p> <p>Be able to</p> <ul style="list-style-type: none"> • Evaluate whether elderlies have symptoms of hyperglycaemia / hypoglycaemia and determine whether their conditions are stable via asking them, observation and check-up, such as: <ul style="list-style-type: none"> ○ Observe clinical signs and symptoms ○ Measure the vital signs of elderlies, including the level of consciousness, body temperature, breathing rate, pulse and blood pressure ○ Obtain their medical history, use of medications, time of the last meal, how their diseases are being controlled • Perform blood glucose test with a blood glucose meter to further confirm the blood glucose level of elderlies • Analyse the blood glucose levels and the conditions of elderlies, and adopt appropriate nursing care and first aid measures according to relevant guidelines of the institution regarding management of hyperglycaemia / hypoglycaemia • If elderlies have low blood glucose level but are still conscious, help them consume sugary drinks, and refer the case to healthcare professionals for follow-up actions • If the conditions of elderlies are serious, notify healthcare professionals immediately and perform first aid treatment, such as, <ul style="list-style-type: none"> ○ If elderlies are unconscious or in coma, lay them in a recovery position to ensure a patent airway

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	<ul style="list-style-type: none"> ○ Perform first aid treatment ○ Call for an ambulance ○ Monitor closely the conditions, measure and record the vital signs regularly and offer comfort to elderlies • Report to the ambulance personnel the sequence of events, vital signs and treatments provided to elderlies • Provide elderlies with information and guidance on the dietary management • Document the first aid treatments provided in details and keep record properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies and determine if they suffer from hyperglycaemia / hypoglycaemia, and offer appropriate first aid treatments • Be mindful of the individual needs of elderlies to maintain a stable blood glucose level.
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess elderlies' clinical signs and symptoms, measure their blood glucose level and determine their conditions; and • Ability to provide appropriate measures according to the situation and seriousness of elderlies' condition as well as relevant guidelines of the institution regarding management of hyperglycaemia / hypoglycaemia.
Remark	<p>1. Employees performing this Unit of Competency are required to have acquired fundamental first aid knowledge</p> <p>2. Cardiopulmonary resuscitation is currently administered only by holders of valid and recognized first aid certificates.</p>

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Functional Area - Clinical Care

Title	Perform Cardiopulmonary Resuscitation
Code	106071L3
Range	This Unit of Competency is applicable to employees in elderly care service industry providing clinical care to elderlies. This competency involves the ability of analysis and making judgment. Employees are required to perform cardiopulmonary resuscitation to elderlies in compliance with the latest guidelines issued by relevant professional and academic organizations and relevant guidelines of the institution, so as to maintain elderlies' blood circulation and oxygen supply, and maintain a patent airway in order to increase the chance of survival of injured / sick elderlies.
Level	3
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to cardiopulmonary resuscitation</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant procedures and guidelines of the institution regarding performing cardiopulmonary resuscitation • Understand the latest guidelines on the cardiopulmonary resuscitation issued by relevant professional and academic organizations, e.g. <ul style="list-style-type: none"> ○ American Heart Association ○ St. John Ambulance • Understand the basic anatomy and physiology of the respiratory and circulatory systems • Understand the techniques related to the application of cardiopulmonary resuscitation, including: <ul style="list-style-type: none"> ○ Chest compression ○ Rescue breathing • Understand the procedures of performing cardiopulmonary resuscitation • Understand the management of shock and syncope, e.g. <ul style="list-style-type: none"> ○ Assess the level of consciousness of elderlies ○ Maintain a patent airway ○ Measure vital signs • Appreciate the standard of infection control practice <p>2. Provide cardiopulmonary resuscitation</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the actual environment and elderlies' conditions. Minimize the risk under safe and feasible circumstances, including: <ul style="list-style-type: none"> ○ Ensure the safety of employees themselves, the sick or injured elderlies, and other people present ○ Remove any obstacles ○ Evacuate the crowd ○ Move the elderlies to a safer place • Adopt appropriate infection control measures. Wear and utilize personal protection gear, e.g. gloves, bag-valve masks, pocket masks • Confirm the necessity to provide cardiopulmonary resuscitation. This includes the assessment of : <ul style="list-style-type: none"> ○ Level of consciousness ○ Heart rate ○ Airway ○ Breathing.

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Functional Area - Clinical Care

	<ul style="list-style-type: none"> • Call an ambulance and notify the supervisor for support • Perform chest compression and rescue breathing correctly according to the latest guidelines on cardiopulmonary resuscitation issued by the relevant professional and academic organizations, as well as relevant procedures and guidelines of the institution, e.g. <ul style="list-style-type: none"> ○ Hand position for chest compression ○ Techniques and rate ○ The timing and frequency of rescue breathing ○ Compression to ventilation ratio • Keep performing cardiopulmonary resuscitation to elderlies until elderlies resumes pulse and breathing or until ambulance personnel arrive to take over the case • Use the automated external defibrillator (AED) if necessary • Cooperate with any trained first aid workers and follow their instructions in performing cardiopulmonary resuscitation to elderlies • Report to the ambulance personnel the sequence of the events, elderlies' vital signs and treatments provided • Document properly the first aid treatment provided in details and keep record properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure the techniques used satisfies the requirements in the latest guidelines issued by the professional and academic organizations • Assess and determine the conditions of elderlies accurately and provide suitable first aid treatments • Protect the privacy of elderlies when performing first aid treatments
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to determine the need for performing cardiopulmonary resuscitation after assessing elderlies conditions and the environment; and • Ability to perform cardiopulmonary resuscitation to elderlies until the ambulance personnel arrive and take over the case, according to the latest guidelines on cardiopulmonary resuscitation issued by the relevant professional and academic organizations, as well as relevant procedures and guidelines of the institution.
Remark	Cardiopulmonary resuscitation is currently administered only by holders of valid and recognized first aid certificates.

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Functional Area - Clinical Care

Title	Handle Scald/Burn
Code	106072L3
Range	This Unit of Competency is applicable to employees in elderly care service industry providing clinical care to elderlies. This Unit of Competency involves the ability of analysis and making judgments. Employees are required to assess scald / burn among elderlies and handle the wounds properly according to relevant guidelines of the institution, so as to prevent the wounds from getting worse and promote recovery.
Level	3
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Knowledge related to scald/ burn</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant procedures and guidelines of the institution regarding the management of scald/burn • Understand the types of scald / burn, their definitions and causes, including: <ul style="list-style-type: none"> ○ Scald injury ○ Burn injury ○ Others, e.g. electric burns, chemical burns, respiratory burns • Understand the methods to assess burn/scald, e.g. <ul style="list-style-type: none"> ○ Use the “rule of nines” to estimate the size of the burn ○ Estimate based on the depth of the burn, including first degree, second degree and third degree burns ○ Estimate based on the injured parts • Understand the different methods to manage scald/burn, e.g. <ul style="list-style-type: none"> ○ Application of different dressings ○ Sequential orders for cleaning different parts • Understand the methods to handle shock and syncope, e.g. <ul style="list-style-type: none"> ○ Assess the level of consciousness of the injured ○ Maintain a patent airway ○ Measure vital signs • Understand the techniques of performing cardiopulmonary resuscitation • Understand the infection control guidelines <p>2. Managing scald/burn</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the actual environment and elderlies' conditions; minimize the risk under safe and feasible circumstances, including: <ul style="list-style-type: none"> ○ Ensure the safety of employees themselves, the elderlies, and other people present ○ Remove any obstacles ○ Evacuate the crowd ○ Move the victim to a safer place away from the heat source • Be able to adopt appropriate infection control measures and wear personal protective equipment such as gloves and masks before being in contact with the elderlies • Assess the injury and analyse its severity, including: <ul style="list-style-type: none"> ○ Check the level of consciousness, heart rate and breathing of elderlies ○ Determine the severity according to the size of the scald/burn, its depth and the injured part

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	<ul style="list-style-type: none"> ○ Type of scald/burn ● Provide appropriate burn/scald management according to relevant guidelines of the institution and the severity of the injury, e.g. <ul style="list-style-type: none"> ○ In case of severe injury, provide first aid treatment immediately, call for an ambulance and report to the supervisor ○ If the victim has no pulse, immediately start cardiopulmonary resuscitation ○ If the victim is in shock or become unconscious, provide first aid treatment for shock and syncope ○ If the injury is mild, treat the scald/ burn properly, e.g. <ul style="list-style-type: none"> ▪ Cool and treat the burned / scalded area ▪ Cover the wound with sterile dressings ▪ Do not puncture the blisters to prevent wound infection ▪ Remove accessories and jewellery such as rings and bangles from the injured area ● Report to the ambulance personnel the sequence of events, elderlies' vital signs and treatments provided ● Document the whole first aid procedures and keep the record properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> ● Assess and determine the severity of the injury and provide suitable first-aid treatments ● Be mindful of the fear, pain and discomfort elderlies may experience, offer comfort and support
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> ● Ability to assess the conditions and severity of the injury, and determine the needs for prompt hospital transfer; and ● Ability to provide appropriate treatment according to relevant guidelines of the institution regarding management of scald / burn and the severity of the injury.
Remark	<p>1. Employees performing this Unit of Competency are supposed to have acquired fundamental first aid knowledge; and</p> <p>2. Cardiopulmonary resuscitation is currently administered only by holders of valid, recognized first aid certificates.</p>

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Functional Area - Clinical Care

Title	Handle Drowned elderlies
Code	106073L3
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to perform first-aid treatments to drowning victims, according to relevant procedures and guidelines of the institution regarding management of drowning victims, and arrange hospital transfer in order to increase victims' chance of survival.
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on drowning</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant procedures and guidelines of the institution regarding management of drowning victims • Understand the basic physiology and anatomy of the respiratory tract • Understand the types of drowning and their effects on respiratory tract and body temperature • Understand the management of shock and syncope <ul style="list-style-type: none"> ○ Assess the level of consciousness of a drowning person ○ Clear airway ○ Measure vital signs • Understand cardiopulmonary resuscitation • Understand the first-aid measures of management of drowning victims <p>2. Management of Drowning</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the actual environment and the condition of the drowning victim, minimize the risk under safe and feasible circumstances, such as: <ul style="list-style-type: none"> ○ Ensure the safety of employees themselves, the victim and others present ○ Evacuate the crowd ○ Move the drowning victim to a safer place • Call an ambulance, inform supervisor and request for assistance • Assess the conditions of the drowning victim after moving him/her to a safe place, including <ul style="list-style-type: none"> ○ Level of consciousness ○ Heart beat ○ Airway ○ Breathing condition ○ Body temperature • Perform first-aid measures for the drowning victim according to relevant procedures and guidelines of the institution regarding management of drowning victims, including <ul style="list-style-type: none"> ○ When transporting the victim, keep him/her in a near-horizontal position with his/her head slightly lower than the body, so as to avoid water flowing into the airway causing suffocation ○ If the victim shows no pulse or breathing, perform cardiopulmonary resuscitation immediately ○ If the drowning victim is still breathing, lie him/her down in recovery position

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	<ul style="list-style-type: none"> ○ If the person is already in shock and having a syncope, perform first-aid management for shock and syncope ○ Maintain the body temperature of the drowning victim, change into dry clothes and keep him/her warm • Report to the ambulance personnel the sequence of event, victim's vital signs and treatments provided • Document the entire first-aid procedures in detail, and keep it appropriately <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess and determine correctly the severity and condition of the drowning victims, and provide appropriate first-aid management • Protect and respect the privacy the drowning victims when performing first-aid measures
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess the actual environment and the condition of drowning victim; determine whether the victim needs cardiopulmonary resuscitation; and • Ability to perform cardiopulmonary resuscitation or other appropriate first-aid measures, according to relevant procedures and guidelines of the institution, until ambulance arrives and paramedics take over the case.
Remark	<p>1. Employees performing this unit of competency are supposed to have acquired fundamental first-aid knowledge; and</p> <p>2. Cardiopulmonary resuscitation is currently performed only by holders of recognized and valid first-aid certificates.</p>

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Functional Area - Clinical Care

Title	Handle Sprain Injury
Code	106074L3
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This Competency involves the ability to analyse and make judgment. Employees are required to assess the condition of the injured site and manage the sprain, according to relevant procedures and guidelines regarding sprain management, in order to prevent exacerbation of the injury and enhance recovery of the injury .
Level	3
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on sprain</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant procedures and guidelines of the institute regarding sprain management • Understand the basic anatomy of muscles, bones and joints • Understand the common sites and causes of sprain • Understand the symptoms of sprain, such as: <ul style="list-style-type: none"> ○ Pain around the joint ○ Gradual onset of joint swelling and bruises ○ Reduced range of movement of the joint. • Understand the symptoms of sprain and bone fracture and their differences • Understand the first-aid measures of management of sprain <p>2. Management of sprain</p> <p>Be able to</p> <ul style="list-style-type: none"> • Look for the symptoms, assess and analyse the condition of the sprain • Perform first-aid care of sprain on the injured site, according to relevant procedures and guidelines of the institution regarding sprain management, including, <ul style="list-style-type: none"> ○ Comfort the injured elderlies, and ask them not to move the injured site to prevent symptoms from worsening ○ Management of sprain, including <ul style="list-style-type: none"> ▪ Protect sprained joint ▪ Rest the injured site ▪ Ice the injured site ▪ Compress the injured site with elastic bandage ▪ Elevate the injured site • Call an ambulance and inform supervisor if needed • Report to the ambulance personnel the sequence of event, vital signs of the injured person and treatments given • Document the entire first-aid procedure in detail, and keep the record properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess and determine correctly the condition of sprain and provide appropriate first-aid management • Reduce the symptoms of the injured site during the first-aid procedures as much as possible, and avoid further injury

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	<ul style="list-style-type: none">• Be mindful of the fear and anxiety of the injured elderly, and provide comfort and support
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to assess the condition of the injured person, analyse the severity of the sprain; and• Ability to manage the injured site appropriately, according to relevant procedures and guidelines of the institution regarding sprain management, such as arranging hospital transportation for the injured person and informing supervisor.
Remark	

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Functional Area - Clinical Care

Title	Handle Shock and Syncope
Code	106075L3
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to assess, analyse and determine whether elderlies are in the condition of a shock or syncope, provide appropriate initial management, and arrange hospital transportation for elderlies, according to relevant procedures and guidelines of the institution, in order to increase elderlies' chance of survival.
Level	3
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on shock and syncope</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant procedures and guidelines of the institution regarding management of shock and syncope • Understand the basic physiology and anatomy of circulatory system and nervous system • Understand the definition, types, causes and symptoms of shock • Understand the definition, causes and symptoms of syncope • Understand methods to assess shock and syncope, such as: <ul style="list-style-type: none"> ○ Someone with syncope exhibits complete lack of response to sound and pain ○ Symptoms of shock • Understand the management of shock and syncope <p>2. Management of shock and syncope</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the actual environment and the condition of elderlies, minimize the risk under safe and feasible circumstances, such as: <ul style="list-style-type: none"> ○ Ensure the safety of employees themselves, elderlies and others present ○ Remove obstacles ○ Evacuate the crowd ○ Move elderlies to a safer place • Assess the level of consciousness and other symptoms of elderlies, analyse and determine whether elderlies are in the condition of a shock or syncope • Call an ambulance, inform supervisor and request for assistance • Manage elderlies in shock or syncope, according to relevant procedures and guidelines of the institution regarding management of shock and syncope, including <ul style="list-style-type: none"> ○ Find out and eliminate the causes of shock and syncope if possible, for example, controlling bleeding, comforting elderlies to soothe their fear, and providing oxygen to hypoxic elderlies ○ Settle elderlies in an appropriate posture to prevent symptoms form getting worse, for example, elderlies with syncope may rest in recovery position; elderlies in shock may lie on their back with legs elevated ○ Loosen any tight clothing and keep airway and breathing clear ○ Do not give any food or drinks to elderlies ○ Measure elderlies' level of consciousness and vital signs regularly • Report to the ambulance personnel the sequence of events, elderlies' vital signs and treatments given • Document the entire first-aid procedure in detail, and keep it properly

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Assess and determine correctly the severity and condition of elderlies, and provide appropriate first-aid management• Ensure safety of elderlies and protect their privacy• Be mindful of the fear and discomfort elderlies may experience and provide comfort and support
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to assess the condition of elderlies patient, analyse and determine whether elderlies are in the condition of a shock or syncope; and• Ability to provide appropriate management according to relevant procedures and guidelines of the institution on management of shock and syncope, and the level of consciousness of elderlies
Remark	

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Functional Area - Clinical Care

Title	Handle Hypothermia/Heat Stroke
Code	106076L3
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This Competency involves the ability to analyse and make judgments. Practitioners are required to assess, analyse and determine whether elderlies are in a state of hypothermia or hyperthermia, provide appropriate initial management, and arrange hospital transportation according to relevant procedures and guidelines of the institution, in order to increase their chance of survival and prevent the cases from worsening.
Level	3
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on hypothermia and hyperthermia</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant procedures and guidelines of the institution regarding management of hypothermia and hyperthermia • Understand the normal human body temperature and mechanisms of heat loss, such as: <ul style="list-style-type: none"> ○ Radiation ○ Evaporation ○ Convection ○ Conduction • Understand the definition, causes and clinical signs of hypothermia and hyperthermia • Understand the mechanisms of assisting hypothermic and hyperthermic victims with body temperature control, such as: <ul style="list-style-type: none"> ○ Hypothermic victims <ul style="list-style-type: none"> ▪ Take off wet clothes, change into dry clothes or cover with blanket ▪ Cover victims with space blanket or other alternatives such as newspaper or aluminium foil ▪ Provide warm drinks to conscious victims ○ Hyperthermic victims <ul style="list-style-type: none"> ▪ Appropriately undress the victims ▪ Wipe the victims with wet towels and fan the victims • Understand the first-aid measures for hypothermia and hyperthermia, such as: <ul style="list-style-type: none"> ○ Assess the level of consciousness of victim ○ Clear airway ○ Measure vital signs <p>2. Management of hypothermia and hyperthermia</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the actual environment and the condition of the victims, minimize the risk under safe and feasible circumstances, such as: <ul style="list-style-type: none"> ○ Ensure the safety of employees themselves, victims and others present ○ Remove obstacles ○ Evacuate the crowd ○ Move the victims to a safer place • Assess the level of consciousness and other symptoms of elderlies, analyse and determine whether elderlies are in a state of hypothermia or hyperthermia • Call an ambulance, inform supervisor and request for assistance

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	<ul style="list-style-type: none"> • Manage the hypothermic and hyperthermic victims, according to relevant procedures and guidelines of the institution regarding management of hypothermia and hyperthermia, including <ul style="list-style-type: none"> ○ Move the victims to a sheltered, warm or cool place ○ Help hypothermic and hyperthermic victims control body temperature as much as possible ○ If the victims are in shock or syncope, perform the first-aid procedures for shock and syncope management ○ Observe the conditions of victims, measure their level of consciousness and vital signs regularly ○ Take the safety measures of managing hypothermia and hyperthermia, for example, do not give any food or drinks to hyperthermic victims • Report to the ambulance personnel the sequence of events, victims' vital signs and treatment provided • Document the first-aid procedure, and keep it properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess and determine correctly the severity and condition of elderlies, and provide appropriate first-aid management • Ensure safety of victims and protect their privacy • Be mindful of the fear and discomfort victims may experience and provide comfort and support
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess the condition of elderlies, analyse and determine whether elderlies are in a state of hypothermia or hyperthermia; and • Ability to provide appropriate management according to relevant procedures and guidelines of the institution regarding management of hypothermia and hyperthermia, and the level of consciousness of victims.
Remark	

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Functional Area - Clinical Care

Title	Handle Suspected Fracture
Code	106077L3
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to assess the condition of the injury, manage the suspected fracture site appropriately and arrange hospital transportation for the injured, according to relevant procedures and guidelines of the institution in order to prevent exacerbation of the injury and enhance recovery.
Level	3
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on fracture</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant procedures and guidelines of the institution regarding management of suspected fracture • Understand the basic physiology and anatomy of muscles, bones and joints • Understand the types and causes of fracture, and the details of injury causing the common fracture • Understand the symptoms of fracture, including: <ul style="list-style-type: none"> ○ Severe localized pain at the site, tenderness when touched, redness, swelling and bruise ○ Reduced mobility of the injured limb ○ Deformation, distortion and shortening of limb ○ Possible sensation of fractured bones rubbing against each other when moving joints • Understand the methods to assess fracture, such as: <ul style="list-style-type: none"> ○ Understand the detail of injury ○ Examine the limbs and their mobility of the injured ○ Check the Five Ps: pain, pulse, parenthesis, paralysis and paleness • Understand the management of fracture, such as: <ul style="list-style-type: none"> ○ Expose the lesion ○ In case of an open fracture, put dressing over the wound before bandaging ○ Stabilize the fracture site and the joints above and below using splints, unharmed body parts or limbs and soft pads ○ Examine and document blood circulation of the injured site and condition of the joints before and after stabilization of injured limb ○ Apply bandage for stabilization at various fracture sites • Understand standard precautions on infection control <p>2. Management of suspected fracture</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the actual environment and the condition of the victims, minimize the risk under safe and feasible circumstances, such as: <ul style="list-style-type: none"> ○ Ensure the safety of employees themselves, victims and others present ○ Remove obstacles ○ Evacuate the crowd ○ Move the victims to a safer place

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	<ul style="list-style-type: none"> Take standard precautions of infection control if the site of suspected fracture involves a wound, such as wearing gloves before contacting the wound Assess the cause and severity of the injury, analyse the possibilities of the fracture, such as: <ul style="list-style-type: none"> Enquire the injured and witnesses about details of the incidence and how the injury happened Examine whether the injured has symptoms of fracture Call an ambulance, inform supervisor and request for assistance Manage suspected fracture site, according to relevant procedures and guidelines of the institution regarding management of suspected fracture, including <ul style="list-style-type: none"> Comfort the injured and advise him/her not to move the injured limb to avoid exacerbation of condition Protect the spine if spine fracture is suspected, do not move the injured haphazardly. Stabilize his/her head using both hands or sandbags to avoid causing damage to the central nervous system Use the principles of fracture stabilization to manage fracture Use the correct bandaging methods to stabilize fracture at various sites Report to the ambulance personnel the sequence of events, the vital signs of the injured and treatments given Document the entire first-aid procedure in detail, and keep it properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Assess the condition of the injured correctly, and provide appropriate management of fracture Reduce the pain and discomfort of the injured during the first-aid procedures as much as possible, and avoid further injury to the site Be mindful of the emotions of the injured, and provide comfort and support Ensure the safety of the injured and protect his/her privacy
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to assess the condition of the injured, analyse the possibility of fracture; and Ability to manage the suspected fracture site appropriately, according to relevant procedures and guidelines of the institution regarding management of suspected fracture, and arrange hospital transportation for proper treatment.
Remark	Employees performing this unit of competency are supposed to have acquired fundamental first-aid knowledge.

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Functional Area - Clinical Care

Title	Handle Choking
Code	106078L3
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to assess and analyse whether elderlies are in a state of choking, provide appropriate initial management, arrange hospital transportation according to relevant procedures and guidelines of the institution, in order to protect elderlies' lives and prevent exacerbation of the condition.
Level	3
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on choking</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant procedures and guidelines of the institution regarding management of choking • Understand the basic physiology and anatomy of airway • Understand the causes of airway obstruction, and its life-threatening effect • Understand the symptoms of mild and severe airway obstructions, such as: <ul style="list-style-type: none"> ○ Ability to talk or cough ○ Difficulty breathing, face turning purple ○ Grabbing own neck as if in severe pain • Understand the management of mild and severe airway obstruction • Understand the management of severe choking in comatose or obese victims • Understand the method to provide cardiopulmonary resuscitation <p>2. Management of choking</p> <p>Be able to</p> <ul style="list-style-type: none"> • Manage suspected choking in elderlies, according to relevant procedures and guidelines of the institution regarding management of choking • Assess the degree of airway obstruction in elderlies, and manage the case according to the degree of severity, such as: <ul style="list-style-type: none"> ○ For mild obstruction, comfort elderlies and encourage coughing if possible ○ For severe obstruction, perform first-aid procedures for choking immediately, including <ul style="list-style-type: none"> ▪ Ask people to call an ambulance, inform supervisor and request for assistance ▪ Perform Heimlich manoeuvre while standing behind elderlies ▪ Repeat abdominal thrust until elderlies expel the choking object ▪ Abdominal thrust may not be suitable for obese persons, in which case chest thrust is administered • If elderlies pass out, put the victims flat on their backs immediately and perform cardiopulmonary resuscitation. Check and clear the objects in mouth before blowing air in • If elderlies are to be sent to hospital, report to the paramedics on ambulance the sequence of events, the vital signs of elderlies and treatments given • Document the entire first-aid procedure in detail, and keep it properly

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Determine and manage elderlies' condition of choking correctly, and provide appropriate first-aid management• Ensure the safety of the injured and protect their privacy• Be mindful of the fear and discomfort elderlies may experience, and provide comfort and support
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to assess elderlies' condition of choking, analyse the degree of airway obstruction and determine the need of immediate admission to hospital; and• Ability to provide appropriate management, according to relevant procedures and guidelines of the institution regarding management of choking, the degree of airway obstruction and the level of consciousness of elderlies.
Remark	<p>1. Employees performing this unit of competency are supposed to have acquired fundamental first-aid knowledge; and</p> <p>2. Cardiopulmonary resuscitation is currently performed only by holders of recognized and valid first-aid certificate.</p>

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Functional Area - Clinical Care

Title	Perform Automated External Heart Defibrillation
Code	106079L3
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to perform Automatic External Defibrillation on elderlies according to relevant guideline and protocol of the institution, so as to stimulate the recovery of normal heartbeat and increase elderlies' chance of survival.
Level	3
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on Automatic External Defibrillation</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant guidelines and protocol of the institution regarding performing AED • Understand the latest AED guidelines from relevant professional and academic organizations such as: <ul style="list-style-type: none"> ○ American Heart Association ○ St John's Ambulance • Understand the basic physiology and anatomy of the respiratory and circulatory systems • Understand the causes and effects of ventricular tachycardia, ventricular fibrillation and cardiac arrest • Understand the user manual of automatic external defibrillator, including <ul style="list-style-type: none"> ○ types and accessories needed ○ mechanism of operation ○ method of operation provided by the manufacturer ○ Standard safety code • Understand the skill of performing AED • Understand the procedures to provide resuscitation and AED • Understand standard infection control preventions <p>2. Perform Automatic External Defibrillation</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the actual environment and condition of elderlies, minimize the risk under safe and feasible circumstance, including <ul style="list-style-type: none"> ○ Ensure safety of the employees themselves, elderlies and others present ○ remove obstacles ○ evacuate the crowd ○ move elderlies to a safer place • Take standard infection control precautions, and wear personal protective equipment, such as gloves, CPR mask, and pocket mask • Determine whether elderlies needs AED, including assessing their: <ul style="list-style-type: none"> ○ level of consciousness ○ pulse ○ airway ○ breathing pattern • Call ambulance, inform supervisor for assistance • Perform AED according to relevant guidelines and protocol of the institution such as: <ul style="list-style-type: none"> ○ Prepare the automatic external defibrillator correctly, move elderlies to a safe place for AED

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	<ul style="list-style-type: none"> ○ Operate according to the user manual of the AED ○ Correctly attach the electrodes on elderlies for accurate analysis and shock delivery ○ Ensure that nobody moves or touches the elderlies while the AED is analysing rhythm and delivering shock, in order to ensure accuracy and others' safety ○ After the shock is delivered, perform CPR and AED according to the guidelines until pulse and breathing recover or ambulance has arrived and paramedics take over the case <ul style="list-style-type: none"> ● Inform ambulance personnel of the sequence of events, vital signs of elderlies and treatments given ● Document the whole procedures in detail and keep it properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> ● ensure the first aid technique fulfils the updated guidelines issued by professional and academic organizations ● assess and determine the severity and condition of elderlies as quickly as possible and provide appropriate first aid procedures ● ensure elderlies' safety and protect their privacy
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> ● Ability to assess the condition of elderlies and the environment, determine their need for AED; and ● Ability to follow the guidelines and protocol of the institution and perform AED until the ambulance arrives and paramedics take over the case.
Remark	<p>1. Employees performing this unit of competency are supposed to have acquired fundamental first-aid knowledge</p> <p>2. Cardiopulmonary resuscitation is currently performed only by holders of recognized and valid first-aid certificate.</p>

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Functional Area - Clinical Care

Title	Perform Mental Health First Aid
Code	106080L4
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide clinical care and counselling to elderlies. This Competency involves the ability to make judgment. Employees are required to assess the mental health condition and symptoms of elderlies, analyse the mental crisis faced by elderlies, and provide appropriate assistance, in order to enhance the recovery of their mental health.
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on mental health first aid</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the types and symptoms of psychiatric diseases, including <ul style="list-style-type: none"> ○ Depression ○ Anxiety disorder ○ Major psychiatric diseases, such as, psychosis and bipolar disorder • Understand possible mental crises arising from psychiatric diseases, including <ul style="list-style-type: none"> ○ Self-harm ○ Severe frustration ○ Disturbance behaviour to others • Understand the mental health conditions of elderlies and methods to assess • Understand the methods to identify mental health problems among elderlies • Understand the factors that may cause mental crisis • Understand the objectives of mental health first-aid • Understand the skills of mental health first-aid, including: <ul style="list-style-type: none"> ○ Approach elderlies, assess and help them manage the crisis ○ Listen with non-judgemental attitude ○ Provide support and information to elderlies ○ Encourage elderlies to seek appropriate professional assistance ○ Encourage elderlies to seek other assistance • Understand the relevant psychiatric rehabilitative treatment and community resources • Understand elderlies' personal rights and principle of privacy <p>2. Perform first-aid on mental health</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies' mental health issues, identify the mental crises that they are experiencing such as: <ul style="list-style-type: none"> ○ Changes in daily behaviours, such as insomnia, poor appetite and self-harm ○ In verbal communication, elderlies exhibit hallucination, delusion, suicidal thoughts or violent language • Understand the level of danger in the environment where elderlies are in, understand the level of risk for elderlies to induce self-harm or harming others • Offer proper assistance according to the level of severity and urgency, such as <ul style="list-style-type: none"> ○ Encourage elderlies to express their feeling and recount when the issues appeared ○ Apply listening skills without being critical, so that elderlies may recount the problems they face naturally without worries ○ Offer emotional support to elderlies

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	<ul style="list-style-type: none"> ○ In case elderlies become out of control, or in case of any emergency, seek help from other employees; avoid any physical harm on employees themselves, elderlies or others at the vicinity; report to supervisor immediately; report to police for help if necessary ● Provide elderlies with useful information regarding resources available in the community; refer the cases to professionals such as social workers, clinical psychologists or psychiatrists for proper counselling and treatments; encourage elderlies to seek other assistance, such as from friends and family, or self-help organizations ● Document the first-aid procedures and keep the record properly for follow-up actions later on, including: <ul style="list-style-type: none"> ○ Signs and symptoms of elderlies; the sequence of events that lead to mental crisis ○ Special circumstances, such as injury ○ Record of hospital admission ○ Any other special circumstances <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> ● Ensure the safety of elderlies and others when handling mental crises ● Respect elderlies personal rights and protect their privacy ● Manage employees' own emotional responses when conducting mental first aid on elderlies, ensure personal mental health
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> ● Ability to assess and identify elderlies' symptoms of mental health problems, analyse the mental crises that elderlies are facing, attend to the case and handle immediately and appropriately so as to ensure safety of the elderlies and others; and ● Ability to encourage elderlies to seek assistance according to the help they need, provide them with information regarding resources available in the community; refer their cases to healthcare professionals for follow-up treatments if necessary.
Remark	Refer to Mental Health First Aid Manual issued by The Mental Health Association of Hong Kong.

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Functional Area - Clinical Care

Title	Acute Stroke Management
Code	106081L4
Range	This Unit of Competency is applicable to employees in elderly care services industry who provide clinical care to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to assess and judge whether elderlies are suffering from acute stroke, provide first aid to protect their lives and prevent exacerbating of their condition according to relevant procedures and guidelines of the institution regarding acute stroke management.
Level	4
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on stroke</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant procedures and guidelines of the institution regarding management of acute stroke, shock and syncope • Understand the types, causes, and pathology of stroke • Understand the signs and symptoms of acute stroke, such as: <ul style="list-style-type: none"> ○ Headache ○ Nausea and vomiting ○ Unequal sizes of the two pupils ○ Decrease in consciousness or slurring of speech ○ Sudden weakness or numbness on one side of the face or limb extremities on side ○ Faecal and urinary incontinence • Understand the management of acute stroke • Understand the first-aid management of shock and syncope <ul style="list-style-type: none"> ○ Assess elderlies' level of consciousness ○ Maintain patent airway ○ Measure vital signs • Understand the importance of management of acute stroke <p>2. Management of acute stroke</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess the signs and symptoms of elderlies, assess and determine whether elderlies suffer from acute stroke • Call ambulance, inform supervisor and request for support • Manage suspected cases of stroke according to relevant procedures and guidelines of the institution regarding acute stroke management, including <ul style="list-style-type: none"> ○ Confirm elderlies' level of consciousness ○ If elderlies are in shock and syncope, follow the first-aid procedures on shock and syncope management ○ Maintain patent airway ○ Relieve the intracranial pressure of elderlies by helping them lie supine or slightly lift up their heads and shoulders ○ Soothe elderlies ○ Observe their conditions and measure their vital signs regularly • Inform the ambulance personnel the sequence of events, vital signs of elderlies and treatments given

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	<ul style="list-style-type: none">• Document the entire first-aid procedure in detail, and keep the record properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Assess and determine the condition of elderlies correctly, and provide appropriate first-aid management on stroke within the Golden Hour• Be mindful of the fear and discomfort elderlies may experience, provide comfort and support
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to assess, analyse and determine the condition of the acute stroke among elderlies; and• Ability to provide appropriate management, according to relevant procedures and guidelines of the institution regarding management of acute stroke, and the level of consciousness of elderlies
Remark	

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Functional Area - Clinical Care

Title	Traumatic Bleeding Management
Code	106082L4
Range	This Unit of Competency is applicable to employees in elderly care services industry who provide clinical care to elderlies. This Competence involves the ability of analysis and making judgment. Employees are required to assess the conditions of the elderlies, provide appropriate first-aid care, and arrange in-patient care for patients in need according to relevant procedures and guidelines of the institution regarding management of traumatic bleeding, in order to prevent the cases from worsening and promote recovery of the patients.
Level	4
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on traumatic bleeding</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant procedures and guidelines of the institution regarding management of traumatic bleeding • Understand the basic physiology and anatomy of blood circulation system • Understand the definition of trauma and management of trauma in different body parts • Understand the types, signs and symptoms of bleeding and their impacts on life • Understand the types of wound, for example, cuts, laceration, stabbed wounds, and bruises; and their respective causes, symptoms and management methods • Understand the methods to stop bleeding and apply bandage on different body parts, including: <ul style="list-style-type: none"> ○ Use of direct and indirect compression to stop bleeding ○ Manage embedded foreign bodies • Understand the management of shock and syncope <ul style="list-style-type: none"> ○ Assess elderlies' level of consciousness ○ Maintain patent airway ○ Measure vital signs • Understand how to provide cardiopulmonary resuscitation • Understand the standard precautions for infection control <p>2. Management of traumatic bleeding</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the actual environment and condition of elderlies, minimize the risk under safe and feasible circumstances, including: <ul style="list-style-type: none"> ○ ensure safety of employees themselves, elderlies and others ○ remove obstacles ○ evacuate the crowd ○ move elderlies to a safer place • Take standard infection control precautions, such as wearing gloves before contacting the wound • Assess the conditions of the elderlies, and determine the severity, for example, <ul style="list-style-type: none"> ○ Ask the patients and other witnesses about the incidence and understand how they are injured, such as violent attack, knife injury, or fall ○ Assess elderlies level of consciousness, including airway, breathing, and pulse ○ Detect any symptom of shock caused by bleeding ○ Examine the spine for any injury ○ Carefully examine the wound and assess its type and severity

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	<ul style="list-style-type: none"> • If the injury is severe, or patients display symptoms of shock and syncope, perform cardiopulmonary resuscitation or first aid management of shock and syncope. Call an ambulance promptly; inform supervisor and request for support • Manage traumatic bleeding according to relevant procedures and guidelines of the institution regarding management of traumatic bleeding, including <ul style="list-style-type: none"> ○ Perform relevant measures to stop bleeding according to the type and location of the wound ○ Manage any embedded foreign bodies properly ○ Apply bandage onto the wound appropriately ○ Comfort the patients, and observe closely for any worsening of conditions • Report to the ambulance personnel the sequence of events leading to trauma, vital signs of elderlies and treatments given • Document the whole first-aid procedure in detail, and keep the record properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess and manage life-threatening conditions among patients properly • Protect privacy of the patients during the first aid process • Minimize pain and discomfort caused to patients and comfort them
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess the conditions and severity of the patients and determine whether in-patient care is needed; and • Ability to provide appropriate management, according to relevant procedures and guidelines of the institution regarding management of acute stroke, and the severity and location of the wound, and physical conditions of elderlies
Remark	<p>1. Employees performing this unit of competency are supposed to have acquired fundamental first-aid knowledge; and</p> <p>2. Cardiopulmonary resuscitation is currently performed only by holders of recognized and valid first-aid certificate.</p>

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Functional Area - Clinical Care

Title	Monitor the Quality of Emergency Care
Code	106083L5
Range	This Unit of Competency is applicable to employees in elderly care services industry who are responsible for monitoring the quality of clinical care. This Competency involves the ability of critical analysis and assessment. Employees are required to formulate relevant performance indicators and quality standard, monitor and evaluate whether the emergency care procedures fulfil the standard, propose ways of improvement, and ensure the institution provides comprehensive emergency care.
Level	5
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on emergency care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the policy, code and procedures of the institution regarding emergency care • Understand the code of conduct when providing care services • Understand the procedure of quality monitoring, such as: <ul style="list-style-type: none"> ○ Formulate performance indicators and quality standard ○ Collect and analyse data ○ Draft report and evaluate the effectiveness • Understand the skills to provide emergency care and the use of relevant assessment tools • Understand the quality enhancement scheme of the institution • Understand the principle of evidence-based practice in emergency care • Understand elderly's personal rights and the principle of privacy <p>2. Ensure the quality of emergency care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Review all existing emergency care procedures and ensure their implementation is in line with the institution's policies, professional knowledge on emergency care and code of practice, such as: <ul style="list-style-type: none"> ○ Abolish obsolete, non-applicable guidelines ○ Give recommendations to improve underperforming items ○ Add the latest information to guidelines ○ Implement the principle of evidence-based practice • Monitor the implementation of emergency care procedures through various means and formulate relevant performance indicators and quality standards, such as: <ul style="list-style-type: none"> ○ Examine staff on their competency in performing relevant care procedures ○ Review manpower situation and staff deployment, for example, review whether the institution can practise division of labour according to the guidelines in times of emergency, deploy certain staff members to call ambulance and some others to evacuate the crowd ○ Evaluate the work efficiency, for example, check relevant care provision record to see whether the tasks are completed within the time designated, and whether the first-aid equipment is checked regularly ○ Review the attendance rate/rehearsal rate of staff participating in emergency care training ○ Collect the opinions from service users or their family

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	<ul style="list-style-type: none"> Construct an effective supervision and training mechanism, enhance training in underperforming aspects to ensure that the relevant staff are able to understand and perform the best emergency care procedures Formulate templates of report form for staff to record clearly the emergency care procedures given for follow-up actions thereafter Evaluate regularly whether the emergency care provided fulfils the standard, such as: <ul style="list-style-type: none"> Collect and analyse relevant data on emergency care performance indicators regularly Examine regularly the staff on the relevant knowledge and procedures of emergency care Review the emergency care record of staff, understand whether they can perform care procedures according to guidelines in practical situations. Draft the report according to the evaluation results, and propose ways to improve quality of the care provided in the report. <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Ensure the guidelines of the institution regarding emergency care are based on grounds recognized by professionals and its content is the most updated and currently the best evidence available.
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to ensure that emergency care procedures are in line with the institution's policies regarding emergency care, knowledge and code of practice of professional nursing care, and the principle of evidence-based practice; Ability to formulate relevant performance indicators and quality standards, to monitor the implementation of emergency care procedures; and Ability to analyse the data on emergency care indicators, evaluate whether the procedures and guidelines on emergency care can reach the standard of professional nursing care, draft the report and propose ways to improve.
Remark	

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Functional Area - Clinical Care

Title	Formulate First-Aid Guidelines
Code	106084L5
Range	This Unit of Competency is applicable to employees in elderly care service industry who are responsible for management of clinical care. This Competency involves the ability of critical analysis, re-organization and integration of the relevant information. Employees are required to understand the service nature of the institution and relevant regulations, integrate standardized procedures and the latest guidelines that are relevant to first-aid, and, by analysis and integration, formulate the best first-aid guidelines, in order to protect the safety of patients and others.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on first aid</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the service nature of the institution and its policies on performing first aid • Understand the definition, objectives and principle of first aid • Understand the professional knowledge, attitude, and code of conduct required when providing first aid, including <ul style="list-style-type: none"> ○ Professional knowledge on first aid and the standard recognized by the relevant organizations ○ Keep in touch with relevant first aid organizations, in order to acquire the latest information on training and first aid methods ○ Continuously pursue relevant first aid knowledge to ensure it is up to date ○ Keep in possession and renew the relevant first aid certificates to fulfil qualification requirements recognized by the institution and the industry • Understand the content of the Law of Hong Kong Chapter 509A Occupational Safety and Health Regulation Part VI First Aid At Workplaces, including <ul style="list-style-type: none"> ○ Requirement of the first aid facilities and the qualification of the first-aiders in workplaces ○ Requirement on management of first aid equipment ○ Required number of qualified first-aiders. • Understand all the relevant first aid procedures and the latest methods, and use them as the blueprint for the formulation of guidelines <p>2. Formulate first aid guideline</p> <p>Be able to</p> <ul style="list-style-type: none"> • Analyse the service nature of the institution, relevant regulations and standard first aid procedures and the latest guidelines, in order to formulate feasible first aid guideline and arrange manpower • Draft first aid guidelines for various accident and emergency conditions according to first aid knowledge, including <ul style="list-style-type: none"> ○ Procedures to assess the actual environment for providing first aid care ○ Procedures to assess victims under safe circumstances ○ How to judge the condition of the victims and the severity of their injury or medical illness ○ Lay down appropriate procedures to enhance survival rate of victims, prevent their condition from worsening and promote their recovery ○ Call ambulance and admit victims to hospital if necessary

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	<ul style="list-style-type: none"> Formulate the first aid procedures and works to be performed by staff at various work positions and duties, such as: <ul style="list-style-type: none"> When frontline staff notice someone is injured or is in shock or syncope after an accident, inform the person-in-charge on duty or report to supervisors immediately If there is no staff with first aid qualification on the spot of accident, provide initial management, such as comfort the victim and stop bleeding, so as to prevent victims' condition from worsening person-in-charge on duty should arrange manpower to call ambulance when needed and evacuate service users Formulate guidelines on management of first aid supplies and facilities to ensure there is enough usable first aid supplies and they are easy to access, such as: <ul style="list-style-type: none"> Locations of the first aid kits are marked on the emergency exit map List of staff members responsible for managing the first aid kits and the timetable for checking the kits in order to ensure all supplies in the kits are available and within expiry dates Guidelines on replenishing supplies in the first aid kits Formulate awareness training on the first aid guidelines to ensure that all staff members understand the objectives, content and their relevant duties in the guideline, and are able to follow them strictly Monitor the implementation of the first aid guidelines, such as: <ul style="list-style-type: none"> Review the emergency care report Site visit Interview the staff Review the content of the guidelines regularly, and update it if necessary. <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Ensure staff members help perform first aid procedures strictly according to the guidelines, so as to enhance the efficiency of the first aid service Ensure the content of the first aid guidelines is evaluated and updated according to the changes in medical technology and the latest techniques Ensure the first aid guidelines formulated fulfils the relevant legal requirements
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to formulate feasible first aid guidelines according to the service nature of the institution, relevant regulations and relevant first aid standards; Ability to formulate training regarding the first aid guidelines, in order to ensure that staff can help perform first aid procedures according to the content of the guidelines; and Ability to monitor the implementation of first-aid guidelines and update the content accordingly.
Remark	

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Functional Area - Clinical Care

Title	Coordinate Emergency Care
Code	106085L5
Range	This Unit of Competency is applicable to employees in elderly care service industry who are responsible for management of clinical care. This Competency involves the ability of critical analysis, re-organization and integration of the relevant information. Employees are required to organize and coordinate emergency care, and deploy manpower and resources according to the first aid guidelines of the institution, relevant legal requirements and standard first aid procedures, in order to ensure the efficiency of emergency care service.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on emergency care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the guidelines and standards of the institution regarding emergency care • Understand the content of the Law of Hong Kong Chapter 509A Occupational Safety and Health Regulation Part VI First Aid At Workplaces, including <ul style="list-style-type: none"> ○ Requirement of first aid facilities and the qualification of the first-aiders in workplaces ○ Requirement of management of first aid equipment ○ Required number of qualified first-aiders • Understand the scope of service of the institution, number of staff members, and service users, and accidents and acute diseases commonly seen in the institution • Understand the professional knowledge, attitude and code of conduct required when providing emergency care, such as: <ul style="list-style-type: none"> ○ Infection control measures, for example, personal protective equipment, and respirator mask with filter ○ Keep in touch with relevant academic organizations, in order to acquire the latest information on first aid training and first aid methods ○ Continuously pursue knowledge on emergency care to ensure it is up to date <p>2. Organize emergency care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Manage and arrange the work of relevant staff according to the institution's first aid guidelines and standards, as well as relevant legal requirements, such as: <ul style="list-style-type: none"> ○ Ensure the staff who perform emergency care possesses recognized qualification. ○ Arrange relevant training on emergency care, for example, care procedures and guidelines, manual operations, infection control ○ Update the training record of staff who received training, and ensure there are sufficient staff members with recognized first aid qualification to perform emergency care ○ Instruct staff responsible for managing first aid supplies to check the first aid kits regularly, making sure all necessary items are present in the quantity required and still within expiry dates • Replenish and provide adequate emergency care supplies, according to the number of people in the institution, type and standards of service, and the relevant legal requirements, and manage supplies appropriately, such as:

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Functional Area - Clinical Care

	<ul style="list-style-type: none"> ○ Estimate the amount and type of supplies needed, according to the accidents, acute diseases that are common in the institution and their emergency care conditions ○ Ensure emergency care supplies and their labels comply to legal requirements ○ Arrange a location to store the emergency care supplies ○ Display the fire evacuation map at highly visible area, and mark the location of the first aid kits ○ Replenish the supplies needed for infection control, for example, personal protective equipment, collection box for the medical wastes produced during emergency care. • Use relevant emergency care documents properly for easy monitoring, such as: <ul style="list-style-type: none"> ○ First aid equipment record ○ Injury event record • Hold emergency event drill, collect staff opinions on the emergency care guidelines and manpower deployment, strengthen staff's awareness and their efficiency when performing emergency care • Arrange supervision sessions and examination to ensure that staff are familiar with emergency care procedures and guidelines • When there is an accident or emergency condition, manage and deploy staff to work in various positions immediately • Evaluate regularly the effectiveness of emergency care measures performed, and recommend ways to improve efficiency <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure supplies used in emergency care fulfil the institution's guidelines and relevant legal requirements • When there is an accident or emergency condition, deploy manpower calmly to work in various positions and perform their individual roles
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to perform comprehensive emergency care measures, according to the institution's first aid guidelines, standard first aid procedures and legal requirements, deploy manpower and manage resources appropriately; and • Ability to create template documents for recording emergency care procedures, and evaluate regularly the effectiveness of care procedures performed.
Remark	

Specification of Competency Standards
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Unit of Competency

Unit of Competency is applicable across different functional areas

Title	Manage Cases of Sudden Death
Code	106227L5
Range	This Unit of Competency is applicable to employees in elderly care service industry working on management level. This Competency involves sophisticated thinking and ability to make correct judgment. Employees are required to assess the impact of the case of sudden death to family of the deceased, staff, other elderly service users and the entire operation according to relevant procedures and guidelines of the institution, coordinate all accessible resources to support family of the deceased, staff and other elderly service users, so as to minimize the negative impacts caused by the incident.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on managing sudden death case</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant procedures and guidelines of the institution regarding managing cases of sudden death • Understand the relevant services and resources available in the community, such as: <ul style="list-style-type: none"> ○ Social Welfare Department ○ Resources available in the institution, for example, social workers, and psychologists ○ Social service organizations that provide psychological counselling services ○ The Births and Deaths General Register Office/The Death Registry ○ Funeral homes • Understand the ways to provide emotional support • Understand the impact of the death cases on staff and family of the deceased • Understand relevant procedures and guidelines of the institution regarding contacts with the media <p>2. Manage sudden death case</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform measures according to the policies, procedures and guidelines of the institution regarding management of sudden death cases, such as: <ul style="list-style-type: none"> ○ Deploy staff to call ambulance ○ Perform resuscitation to the suspected deceased ○ Escort the suspected deceased to hospital • Confirm the information of the deceased, understand the course of events and people involved, such as: <ul style="list-style-type: none"> ○ Identity of the deceased ○ Personal information of the deceased, for example, age, gender, family background and status of social life ○ Details of the incident ○ List of staff and elderlies who have a close relationship with the deceased • If the death case belongs to an accidental death, understand whether there were similar incidents in the organization as references for formulation of standard measures on similar cases in future • Inform the person-in-charge of the institution or supervisor according to the severity of the incident, and allow institution to provide support, such as: <ul style="list-style-type: none"> ○ Provide counselling service and support

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Unit of Competency is applicable across different functional areas

	<ul style="list-style-type: none"> ○ Draft responses to the media enquiries ● Call a crisis response committee meeting as soon as possible to discuss case management and follow-up procedures. The agenda should include: <ul style="list-style-type: none"> ○ Latest news of the incident ○ Assess the impact of the incident on elderly service users, staff, parents and operation of the institution ○ Assess the need of seeking external assistance or community support ○ Determine the extent, range, target and workload distribution of the crisis management measures ● Perform the tasks as outlined by the crisis response committee, and contact the relevant community resources for assistance, including <ul style="list-style-type: none"> ○ Arrange meeting with the media and respond to enquiries ○ Handle police enquiries ○ If an inquest is required for the death case, provide full cooperation ○ Visit the family of the deceased and provide support ○ Manage relatives' and external enquiries ○ Announce the death of the deceased ○ Provide support to other elderly service users and staff, for example, arrange briefing, staff general meeting and arrange meetings with counsellor ○ Identify elderlies and staff members who are frustrated by the incident, and provide individual emotional support ● Evaluate the incidence management and response measures, such as: <ul style="list-style-type: none"> ○ Hold staff meeting, discuss the arrangement of incident management, the difficulties faced and room for improvement ○ Collect staff opinions on the response measures of the incident through survey, analyse the results and recommend ways to improve the response measures ● If the death involves an accident, evaluate the cause of accident, formulate a solution and follow-up plan to tackle the cause, in order to prevent the recurrence of similar event <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> ● Assess and determine correctly the impact of incident on service users and staff and provide immediate management ● Explain the incident to the media as soon as possible, prevent individual staff from criticizing the case on media without prior permission, prevent the building up of a media hype, in order to prevent negative impact on the image of the institution.
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> ● Ability to perform relevant measures in managing case of sudden death, according to the policies, procedures and guideline of the institution regarding managing sudden death cases; ● Ability to assess the impact of the incident, provide appropriate support, and hold crisis response committee meeting to formulate crisis management measures; and ● Ability to evaluate the effectiveness of relevant measures, identify any room for improvement, and enhance the efficiency in handling similar events in future.
Remark	

Specification of Competency Standards
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Unit of Competency

Functional Area - Clinical Care

Title	Assist Elderlies to perform Weight Bearing Exercise
Code	106086L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation care to elderlies. This Competency should be performed under supervision. Employees are required to assist and guide elderlies to perform the weight bearing exercises as prescribed by healthcare professionals, and monitor elderlies' conditions throughout the process, so that elderlies can complete the exercises safely, improve their muscle strength, prevent and treat osteoporosis.
Level	2
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on weight bearing exercises</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the content of weight bearing exercises for elderlies prescribed by healthcare professionals, such as <ul style="list-style-type: none"> ○ number of different exercises to be performed ○ Standard movements and amount of physical activities such as number of sets and repetitions, range of motion, resistance and duration ○ Safety and points to note ○ Exercise equipment needed ○ Contraindications for weight bearing exercises • Understand the principle and safety measures for weight bearing exercises • Understand weight bearing exercises that are appropriate for elderlies, such as, <ul style="list-style-type: none"> ○ Walking ○ Stationary cycling exercise ○ Large muscles training exercises with resistance • Understand the techniques of monitoring and guiding elderlies to perform weight bearing exercises • Understand the techniques to document and report clearly <p>2. Assisting elderlies in performing weight bearing exercises</p> <p>Be able to</p> <ul style="list-style-type: none"> • Inform elderlies in advance and explain the upcoming exercises so that they are more likely to comply • Understand the health conditions of elderlies and ensure they are fit for exercises, such as, <ul style="list-style-type: none"> ○ Any abnormalities in blood pressure and heart rate ○ Any fever or other symptoms of illness ○ Arthritis or pain • Prepare secure and sturdy furniture and handrails, tidy up the venue and ensure the environment is safe for elderlies to exercise in. • Assist elderlies to perform exercises according to the weight bearing exercises prescribed by healthcare professionals, including, <ul style="list-style-type: none"> ○ Prepare appropriate exercise equipment, or arrange appropriate machines for elderlies ○ Ensure the equipment and machines function properly, as well as adjust for an appropriate weight and set them in a proper position

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Functional Area - Clinical Care

	<ul style="list-style-type: none"> ○ Guide elderlies to perform movements properly and demonstrate to them accordingly ○ Explain the aim and benefits of the exercises to elderlies ○ Observe how elderlies perform, correct them and help them adjust according to their ability if necessary ○ Pay attention to elderlies' face complexion and complaints during exercise, terminate the exercise and report to healthcare professionals if they experience any discomfort ○ Ensure elderlies complete the required amount of physical activity as prescribed by healthcare professionals • Do not leave elderlies unattended and ensure they perform exercises under supervision • Observe the effectiveness of the exercises and take note of elderlies' conditions upon completing weight bearing exercises; refer the cases to healthcare professionals for follow-up actions if needed, such as, <ul style="list-style-type: none"> ○ Elderlies are unable to complete the exercise ○ Elderlies do not perform satisfactorily as required ○ Elderlies refuse to exercise • Document all circumstances throughout the process when elderlies perform weight bearing exercises and report to healthcare professionals, including <ul style="list-style-type: none"> ○ Completed exercises and the adjustments made in the process ○ elderlies' performance and others opinions, such as how satisfied they are <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Give clear instructions patiently when assisting elderlies to perform weight bearing exercises • Monitor elderlies' conditions during exercises and ensure their safety • Give elderlies positive feedback, encourage them to complete the exercises and motivate them to participate • Understand how to operate the machines for exercises clearly.
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assist and guide elderlies to perform weight bearing exercises as prescribed by healthcare professionals; and • Ability to monitor the process when elderlies perform weight bearing exercises and the effectiveness of those exercises; make adjustments according to elderlies' ability; and • Ability to document all incidents when elderlies perform weight bearing exercises and report to healthcare professionals clearly
Remark	

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Functional Area - Clinical Care

Title	Assist Elderlies to perform Muscles Training
Code	106087L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation care to elderlies. This Competency should be performed under supervision. Employees are required to assist and guide elderlies to perform muscle training as prescribed by healthcare professionals, and monitor the training process, so that elderlies can complete the exercises safely and boost their muscle strength.
Level	2
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on muscle training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic anatomy of muscles, bones and joints • Understand the health conditions and level of mobility of elderlies • Understand the benefits and aims of muscle training • Understand the content of muscle training for elderlies as prescribed by healthcare professionals, such as <ul style="list-style-type: none"> ○ number of different exercises to be performed ○ Standard movements and amount of physical activities such as number of sets and repetitions, range of motion, resistance and duration ○ Safety and points to note ○ Exercise equipment needed • Understand the principle and safety measures of muscle training exercise such as: <ul style="list-style-type: none"> ○ Overload ○ Specificity ○ Right number of sets and repetitions, or duration • Understand common training tools and methods to use them in muscle training, such as, <ul style="list-style-type: none"> ○ Sand bags ○ Resistance bands ○ Putty ○ Items used to train small muscles in daily life, e.g. buttons, zipper heads, and faucet handles ○ Machines for training muscle strength, e.g. treadmill and stationary bike • Understand the techniques to monitor and guide elderlies to perform muscle training • Understand the techniques to document and report the procedures clearly <p>2. Assist elderlies to perform muscle training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Inform elderlies in advance and explain the upcoming training to be performed so that they are more likely to comply • Understand the health conditions of the elderlies ensure they are fit for training, such as, <ul style="list-style-type: none"> ○ Any abnormalities in blood pressure and heart rate ○ Any fever or other symptoms of illness ○ Arthritis or pain • Prepare secure and sturdy furniture and handrails, tidy up the venue and ensure the environment is safe for elderlies to perform training • Assist elderlies to performing muscle training as prescribed by healthcare professionals, including,

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	<ul style="list-style-type: none"> ○ Prepare appropriate muscle training equipment, or arrange appropriate muscle training machines for elderlies ○ Ensure the equipment and machines function properly, as well as adjust for an appropriate weight and set them in a proper position ○ Guide elderlies to perform proper movements and demonstrate to them accordingly ○ Explain the aims and benefits of the training to elderlies ○ Pay attention to elderlies' face complexion and complaints during training, terminate the exercise and report to healthcare professionals if they experience any discomfort ○ Ensure elderlies complete the required amount of physical activity as prescribed by healthcare professionals ○ Do not leave elderlies unattended and ensure they perform training under supervision • Observe the effectiveness of the exercises and take note of elderlies' conditions upon completing muscle training; refer the case to healthcare professionals for follow-up actions if needed, such as, <ul style="list-style-type: none"> ○ Elderlies are unable to complete the exercise ○ Elderlies do not perform satisfactorily as required ○ Elderlies refuse to exercise • Document all circumstances throughout the process when elderlies perform muscle training and report to healthcare professionals, including <ul style="list-style-type: none"> ○ Completed exercises and the adjustments made in the process ○ elderlies' performance and others opinions, such as how satisfied they are <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Give clear instructions patiently when assisting elderlies to perform muscle training • Monitor elderlies' conditions during training and ensure their safety • Give elderlies positive feedback, encourage them to complete the training and motivate them to participate • Understand how to operate the machines for exercises clearly.
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency:</p> <ul style="list-style-type: none"> • Ability to assist and guide elderlies to perform muscle training as prescribed by healthcare professionals; and • Ability to monitor the process when elderlies perform muscle training and the effectiveness of those exercises; make adjustments according to elderlies' ability; and • Ability to document all incidents when elderlies perform muscle training and report to healthcare professionals clearly
Remark	

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Functional Area - Clinical Care

Title	Assist Elderlies to perform Active range of motion exercises
Code	106088L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation care to elderlies. This Competency should be performed under supervision. Employees are required to assist and guide elderlies to perform active range of motion exercises as prescribed by healthcare professionals and monitor the training process, so that elderlies can complete the exercises safely, maintain and boost the range of motion of their joints.
Level	2
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on active range of motion exercise</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic anatomy of bones and joints • Understand the health conditions and level of mobility of elderlies • Understand the knowledge on active range of motion exercises including: <ul style="list-style-type: none"> ○ Benefits and objectives ○ Principle of training ○ Safety and points to note • Understand the active range of motion exercises prescribed by healthcare professionals, such as: <ul style="list-style-type: none"> ○ number of different exercises ○ Standard movements and amount of physical activities such as number of sets and repetitions, range of motion and duration ○ Safety and points to note • Understand the active range of motion exercises that are suitable for elderlies including individual and group training • Understand the skills to monitor and guide elderlies to perform active range of motion exercises • Understand the techniques to document and report the training session clearly <p>2. Assisting elderlies in performing active range of motion exercises</p> <p>Be able to</p> <ul style="list-style-type: none"> • Inform elderlies in advance and explain the upcoming exercises to be performed so that they are more likely to comply • Understand the health conditions of elderlies and ensure they are fit for exercises, such as: <ul style="list-style-type: none"> ○ Any abnormalities in blood pressure and heart rate ○ Any fever or other symptoms of illness ○ Arthritis or pain • Prepare secure and sturdy furniture and handrails, tidy up the venue and ensure the environment is safe for elderlies to exercise • Assist elderlies to perform active range of motion exercises as prescribed by healthcare professionals including: <ul style="list-style-type: none"> ○ Explain the aims and benefits of the exercises to elderlies ○ Guide elderlies to perform standard movements and demonstrate to them accordingly

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Functional Area - Clinical Care

	<ul style="list-style-type: none"> ○ Observe how elderlies perform; pay attention to their posture and motion of the joints; correct them or adjust the range of motion according to their ability ○ Pay attention to any complaints from elderlies during exercises, such as arthritis pain or stiffness in the joints; terminate the exercise immediately and report to healthcare professionals if they experience any discomfort ○ Ensure elderlies complete the required amount of physical activity as prescribed by healthcare professionals • If exercising in group, pay attention to the overall performance of the elderlies, and their pace in performing exercises, in order to ensure that all elderlies can complete the exercise • Observe the effectiveness of the exercises and take note of elderlies' conditions upon completing active range of motion exercises; refer the cases to healthcare professionals for follow-up actions if needed, such as, <ul style="list-style-type: none"> ○ Elderlies are unable to complete the exercise ○ Elderlies do not perform satisfactorily as required ○ Elderlies refuse to exercise • Document all circumstances throughout the process when elderlies perform active range of motion exercises and report to healthcare professionals, including <ul style="list-style-type: none"> ○ Completed exercises and the adjustments made in the process ○ elderlies' performance and others opinions, such as how satisfied they are <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Give clear instructions patiently when assisting elderlies to perform active range of motion exercises • Monitor elderlies' conditions during the exercises and ensure their safety • Give elderlies positive feedback, encourage them to complete the training and motivate them to participate
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency:</p> <ul style="list-style-type: none"> • Ability to assist and guide elderlies to perform active range of motion exercises as prescribed by healthcare professionals; and • Ability to monitor the process when elderlies perform active range of motion exercises and the effectiveness of those exercises; make adjustments according to elderlies' ability; and • Ability to document all incidents when elderlies perform active range of motion exercises and report to healthcare professionals clearly
Remark	

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Functional Area - Clinical Care

Title	Assist Elderlies to perform Active Assisted range of motion Exercises
Code	106089L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation care to elderlies. This Competency should be performed under supervision. Employees are required to assist and guide elderlies to perform active assisted range of motion exercises as prescribed by healthcare professionals, and monitor the training process, so that elderlies can complete the exercises safely, maintain and boost the range of motion of their joints.
Level	2
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on active assisted exercise</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic anatomy of bones and joints • Understand the health condition and level of mobility of elderlies • Understand the knowledge on active assisted range of motion exercises, including <ul style="list-style-type: none"> ○ Objectives of exercises ○ Principle of exercises ○ Safety and points to note • Understand the active assisted range of motion exercises prescribed by healthcare professionals, for example, <ul style="list-style-type: none"> ○ number of different exercises ○ Standard movements and amount of physical activities such as number of sets and repetitions, range of motion, and duration ○ Safety and points to note • Understand the skill required for active assisted range of motion exercises and the methods to use relevant tools and machinery, such as: <ul style="list-style-type: none"> ○ Sling exercise ○ Shoulder pulley ○ Shoulder ladder. • Understand the skills required to monitor and guide elderlies to perform active assisted range of motion exercises • Understand the techniques to document and report the training session clearly <p>2. Assisting elderlies to perform active assisted range of motion exercises</p> <p>Be able to</p> <ul style="list-style-type: none"> • Inform elderlies in advance and explain the upcoming exercises to be performed so that they are more likely to comply • Understand the health conditions of elderlies and ensure they are fit for the exercises, such as: <ul style="list-style-type: none"> ○ Any abnormalities in blood pressure and heart rate ○ Any fever or other symptoms of illness ○ Arthritis or pain • Prepare the equipment, ensure elderlies perform the exercises in a safe and comfortable environment, such as: <ul style="list-style-type: none"> ○ Assist elderlies to stay in correct posture, for example, lying supine or lying on one side

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	<ul style="list-style-type: none"> ○ Adjust the exercise equipment according to elderlies' heights and sizes, for example, the height of sling, and the length of shoulder pulley ● Assist elderlies to perform active assisted range of motion exercises as prescribed by healthcare professionals including: <ul style="list-style-type: none"> ○ Explain the aims and benefits of the exercises to elderlies ○ Use appropriate skills, assist elderlies to perform the standard movement and guide them in using the exercise equipment ○ Observe how elderlies perform; pay attention to their posture and movements, correct them and adjust according to their ability if necessary ○ Pay attention to elderlies' condition and their complaints during exercise, terminate the exercise immediately and report to healthcare professionals if they experience any discomfort ○ Remind elderlies not to overexert, in order to avoid harm to joints and tendon ○ Ensure elderlies complete the required amount of physical activity as prescribed by healthcare professionals ● Observe the effectiveness of the exercises and take note of elderlies' conditions upon completing active assisted range of motion exercises; refer the cases to healthcare professionals for follow-up actions if needed, such as, <ul style="list-style-type: none"> ○ Elderlies are unable to complete the exercise ○ Elderlies do not perform satisfactorily as required ○ Elderlies refuse to exercise ● Document all circumstances throughout the process when elderlies perform active assisted range of motion exercises and report to healthcare professionals, including <ul style="list-style-type: none"> ○ Completed exercises and the adjustments made in the process ○ elderlies' performance and others opinions, such as how satisfied they are <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> ● Give assistance and guidance patiently when assisting elderlies to perform active assisted range of motion exercises ● Monitor elderlies' conditions during the exercises, pay attention to their limits; ask them not to overexert and ensure their safety ● Give elderlies positive feedback, encourage them to complete the training and motivate them to participate
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency:</p> <ul style="list-style-type: none"> ● Ability to assist and guide elderlies to perform active assisted range of motion exercises as prescribed by healthcare professionals; and ● Ability to monitor the process when elderlies perform active assisted range of motion exercises and the effectiveness of those exercises; make adjustments according to elderlies' ability; and ● Ability to document all incidents when elderlies perform active assisted range of motion exercises and report to healthcare professionals clearly
Remark	

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Functional Area - Clinical Care

Title	Assist Elderlies to Perform Passive range of motion Exercises
Code	106090L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation care to elderlies. This Competency should be performed under supervision. Employees are required to assist and guide elderlies to perform passive range of motion exercises as prescribed by healthcare professionals, and monitor the training process, so that elderlies can complete the exercises safely, boost the range of motion of their joints and prevent tendons from shortening.
Level	2
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on passive range of motion exercises</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic anatomy of bones and joints • Understand the condition and level of mobility of elderlies • Understand the knowledge on passive range of motion exercises, including <ul style="list-style-type: none"> ○ Objectives of exercises ○ Principle of exercises ○ Safety and points to note • Understand the passive range of motion exercises prescribed by healthcare professionals, for example, <ul style="list-style-type: none"> ○ number of different exercises ○ Standard movements and amount of physical activities such as number of sets and repetitions, range of motion, and duration ○ Safety and points to note • Understand the skills to perform passive range of motion exercises and methods to use relevant equipment • Understand the skill to monitor the performance of passive range of motion exercises • Understand the techniques to document and report the training session clearly <p>2. Assisting elderlies to perform passive exercises</p> <p>Be able to</p> <ul style="list-style-type: none"> • Inform elderlies in advance and explain the upcoming exercises to be performed so that they are more likely to comply • Understand the health conditions of elderlies and ensure they are fit for the exercises, such as: <ul style="list-style-type: none"> ○ Any abnormalities in blood pressure and heart rate ○ Any fever or other symptoms of illness ○ Arthritis or pain • Prepare the relevant equipment and adjust them to the right position/setting for individual elderlies; ensure that both elderlies and staff are in a safe and comfortable environment when performing the exercise including: <ul style="list-style-type: none"> ○ Guide elderlies to stay in proper posture ○ Use curtain or screen to protect elderlies' privacy ○ Adjust the bed to a height convenient for employees to perform their work, and move elderlies close to employees themselves • Assist elderlies to perform passive range of motion exercises as prescribed by healthcare professionals including:

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	<ul style="list-style-type: none"> ○ Use appropriate skills to perform passive range of motion exercises ○ Correct or adjust the range of motion according to elderlies' ability and flexibility of the joints ○ Pay attention to elderlies' face complexion, complaints and responses during exercises, avoid overly stretching of joints ○ Terminate the exercise immediately if elderlies' experience any discomfort; report to healthcare professionals ○ Ensure elderlies complete the required amount of physical activity as prescribed by healthcare professionals • Observe the effectiveness of the exercises and take note of elderlies' conditions upon completing passive range of motion exercises; refer the cases to healthcare professionals for follow-up actions if needed, such as, <ul style="list-style-type: none"> ○ Elderlies are unable to complete the exercises ○ Elderlies do not perform satisfactorily as required ○ Elderlies refuse to exercise • Document all circumstances throughout the process when elderlies perform passive range of motion exercises and report to healthcare professionals, including <ul style="list-style-type: none"> ○ Completed exercises and the adjustments made in the process ○ elderlies' performance and others opinions, such as how satisfied they are <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Offer proper assistance patiently when assisting elderlies to perform passive range of motion exercises • Monitor elderlies' conditions during the exercises; pay attention to elderlies' responses and complaints; ensure their safety
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency:</p> <ul style="list-style-type: none"> • Ability to assist and guide elderlies to perform passive range of motion exercises as prescribed by healthcare professionals; and • Ability to monitor the process when elderlies perform passive range of motion exercises and the effectiveness of those exercises; make adjustments according to elderlies' ability; and • Ability to document all incidents when elderlies perform passive range of motion exercises and report to healthcare professionals clearly
Remark	

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Functional Area - Clinical Care

Title	Assist Elderlies to perform training
Code	106091L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation care to elderlies. This Competency should be performed under supervision. Employees are required to assist and guide elderlies to perform training prescribed by healthcare professionals, and monitor the training process, so that elderlies can complete the exercises safely, and improve their health condition.
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on elderly training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the health condition and level of mobility of elderlies • Understand the benefits and aims of elderly training • Understand the training prescribed by healthcare professionals, for example, <ul style="list-style-type: none"> ○ number of different exercises ○ Standard movements and details of each exercise ○ Safety and points to note ○ Necessary supplies ○ Preparation of venue • Understand the skill to monitor and guide elderlies to perform training • Understand the techniques to report the training session clearly <p>2. Assisting elderlies to perform training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Do preparation work according to the training prescribed by healthcare professionals, for example, <ul style="list-style-type: none"> ○ Inform elderlies in advance and explain the upcoming trainings to be performed so that they are more likely to comply ○ Adjust elderlies' schedule for other activities to make time for the training ○ Observe elderlies' health condition; make sure they are fit for training ○ Prepare equipment and venue • Assist elderlies to perform training and provide appropriate guidance, for example, <ul style="list-style-type: none"> ○ Demonstrate to elderlies the correct way to perform the tasks ○ Give simple and clear instructions to guide elderlies to conduct training appropriately ○ Explain to elderlies patiently if they have any questions ○ Correct their movements and postures by non-verbal means • Monitor elderlies' performance during training, correct them and adjust the tasks according to their ability • Pay attention to elderlies' face complexion and complaints during training, terminate the training immediately if they experience discomfort and report to healthcare professionals • Observe the effectiveness of the exercises and take note of elderlies' conditions upon completing training; refer the cases to healthcare professionals for follow-up actions if needed, such as, <ul style="list-style-type: none"> ○ Elderlies are unable to complete the tasks ○ Elderlies do not perform satisfactorily as required ○ Elderlies refuse to participate

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	<ul style="list-style-type: none"> Document all circumstances throughout the process when elderlies perform training and report to healthcare professionals, including <ul style="list-style-type: none"> Completed tasks and the adjustments made in the process elderlies' performance and others opinions, such as how satisfied they are <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Give assistance and guidance patiently when assisting elderlies to perform training Monitor elderlies' conditions during training and ensure their safety Give elderlies positive feedback, encourage them to complete the training and motivate them to participate
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency:</p> <ul style="list-style-type: none"> Ability to perform preparation work, assist and guide elderlies to perform training as prescribed by healthcare professionals; and Ability to use appropriate skills; assist elderlies to perform training; provide appropriate guidance; Ability to monitor the process when elderlies perform training and its effectiveness; make adjustments according to elderlies' ability; and Ability to document all incidents when elderlies perform training and report to healthcare professionals clearly
Remark	Various types of training include exercises, leisure group activities and psychosocial sessions.

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Functional Area - Clinical Care

Title	Provide Rehabilitation Orthotic Care
Code	106092L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation care service to elderlies. This competency applies to a familiar, predictable, systemic, day-to-day working environment. Employees are required to provide basic check-up and maintenance of orthoses to elderlies, according to the advices from healthcare professionals, in order to ensure orthoses function normally.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on orthotic care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the use and basic mechanism of orthoses • Understand the material needed for making an orthosis • Understand the ways to put on an orthosis and duration of wearing • Understand the methods to perform orthotic care, such as: <ul style="list-style-type: none"> ○ locations that need checking, such as pressure points, and common locations of wear and tear ○ Methods to make adjustments ○ Methods to clean orthoses ○ Proper storage • Understand the orthoses prescribed for elderlies by healthcare professionals and their maintenance methods • Understand the purposes of prescribing orthoses for elderlies <p>2. Provide orthotic care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide appropriate care according to the types and material of orthoses used by elderlies, such as: <ul style="list-style-type: none"> ○ Check whether elderlies experience any discomfort when wearing orthoses ○ Orthoses should be of the right fit, neither too loose nor too tight. Check how orthoses fit elderlies and adjust accordingly ○ Clean orthoses regularly with appropriate methods according to the properties of the materials that orthoses are made with, so as to ensure hygiene ○ Guide or assist elderlies to store orthoses in appropriate places, for example, plastic orthoses should be stored at cool places away from the sun • Provide simple maintenance to orthoses regularly; ask elderlies to try on the adjusted orthoses to ensure they fit well and function normally • For structural problems of orthoses such as damage or pressure points causing discomfort, refer the case to healthcare professionals for follow-up actions <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure orthoses function normally and elderlies use them safely • Perform general repairmen for orthoses
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are:

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	<ul style="list-style-type: none">• Ability to provide appropriate care and maintenance for orthoses prescribed for elderlies by healthcare professionals; and• Ability to ensure orthoses function normally and elderlies use it safely; refer the cases to healthcare professionals for follow-up action if necessary for any structural problem.
Remark	

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Functional Area - Clinical Care

Title	Improve the Home Environmental Safety for Elderlies
Code	106093L3
Range	This Unit of Competency is applicable to employees in elderly care service industry who provide rehabilitation care services to elderlies. This Competency involves ability to make judgment. Employees are required to take relevant environmental improvement measures for elderlies according to healthcare professionals' recommendation, so as to improve home safety for elderlies and prevent accidents.
Level	3
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on home safety for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the aim and importance of improving elderlies' home environment, for example, <ul style="list-style-type: none"> ○ Prevent fall and reduce risk of accidents ○ Enhance mobility and self-caring ability ○ Enhance cognition and sense of direction • Understand the common accidents among elderlies and their causes including fall, laceration, crush injury, burn, fire, wandering and getting lost • Understand normal ageing and its influences, such as: <ul style="list-style-type: none"> ○ Visual impairment, narrowing of visual field ○ Muscle weakening, weak sense of balance ○ Memory loss, being forgetful • Understand the common diseases among elderlies and their effects, for example, <ul style="list-style-type: none"> ○ Stroke affecting mobility ○ Knee arthritis reducing lower limb power and sense of balance ○ Cognitive impairment affecting memory and sense of direction • Understand the general safety measures in elderlies' home environment, such as: <ul style="list-style-type: none"> ○ Provide sufficient lighting and keep the passage clear to prevent fall ○ Use chairs and furniture that are of appropriate heights, in order to enhance the safety during movement ○ Put labels with enlarged print on daily necessities for easy identification. • Understand the environmental safety measures specific to various common diseases among elderlies, such as: <ul style="list-style-type: none"> ○ Install handrails for post-stroke elderlies to prevent fall ○ Keep the front door locked to prevent elderlies with cognitive impairment from wandering • Understand the health condition and level of mobility of individual elderlies • Understand healthcare professionals' recommendations on improving home environment for elderlies <p>2. Improve home safety for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Take general home safety measures for elderlies in day-to-day routine work, such as: <ul style="list-style-type: none"> ○ Remove obstacles and keep the passage clear ○ Install handrails in the washroom to enhance safety ○ Use non-slip bath mat in shower ○ Provide bright lighting at night

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	<ul style="list-style-type: none"> ○ Provide furniture of appropriate height ○ Put safety signs to arouse awareness among elderlies • Take specific environmental safety measures according to healthcare professionals' recommendations on improving home safety for elderlies, with regard to their health conditions and level of mobility, such as: <ul style="list-style-type: none"> ○ Install shower board and shower chair for post-stroke elderlies, ensuring their safety when bathing ○ Instruct cognitive impaired elderlies to use induction heaters for cooking and avoid cooking with naked flames • Monitor the implementation of home safety measures for elderlies, and record the relevant conditions for follow-up actions • Identify home safety problems for elderlies and address them immediately, refer to healthcare professionals for follow-up actions if needed <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the aim and importance of improving environmental safety for elderlies, execute environmental safety improvement measures for elderlies • Strictly follow healthcare professionals' recommendations on improving home safety for elderlies
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to execute general home safety measures for elderlies in day-to-day routine work; and • Ability to execute the relevant environmental improvement measures according to healthcare professionals' recommendations on improving home safety for elderlies, with regard to the body conditions of elderlies.
Remark	

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Functional Area - Clinical Care

Title	Assist in Providing Transcutaneous Electrical Nerve Stimulation (TENS)
Code	106094L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation care services to elderlies. This competency involves the ability of analysis and making judgment. Employees are required to offer proper assistance in the provision of transcutaneous electrical nerve stimulation (TENS) therapy as prescribed for elderlies by healthcare professionals, and ensure elderlies' safety during therapy.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on transcutaneous electrical nerve stimulation (TENS)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic therapeutic mechanism and adaptability of TENS • Understand the simple operation of TENS equipment, such as: <ul style="list-style-type: none"> ○ Test for normal functioning before use ○ Turn on/off ○ Screen display ○ Steps to operate ○ Installation and setting ○ Accessories and supplies needed ○ Method to clean ○ Methods to replace battery • Understand the preparation and aftercare of using TENS equipment • Understand the precautions and contraindications of TENS therapy • Understand the TENS therapy prescribed for elderlies by healthcare professionals <p>2. Provide transcutaneous electrical nerve stimulation (TENS)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Check TENS equipment and ensure it functions normally, including <ul style="list-style-type: none"> ○ Check battery level, replace the battery if needed ○ Check for damages, for example, wire and connection points ○ Check the screen for normal display • Do the preparation work correctly and follow the TENS therapy prescribed for elderlies by healthcare professionals • Monitor elderlies' condition during therapy; handle any irregularity immediately; remind elderlies not to fall asleep; refer cases to healthcare professionals for follow-up actions if needed • After TENS therapy, perform post-therapy tasks, including <ul style="list-style-type: none"> ○ Turn off and tidy up the TENS equipment ○ Take care of elderlies, for example, tidy up their clothes and adjust their posture. ○ Clean the equipment and store it in an appropriate place ○ Inform healthcare professionals to arrange further treatments <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Monitor elderlies' condition during TENS therapy and actively ask them how they feel

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	<ul style="list-style-type: none">• Strictly follow the arrangement of TENS therapy prescribed for elderlies by healthcare professionals
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to do the relevant preparation work according to the TEN treatment prescribed for elderlies by healthcare professionals;• Ability to monitor elderlies' condition during therapy and inform healthcare professionals for follow-up actions if needed; and• Tidy up the TENS equipment after the therapy and take care of elderlies properly.
Remark	

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Functional Area - Clinical Care

Title	Assist in Applying Cold Therapy
Code	106095L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation care services to elderlies. This competency involves the ability of analysis and make judgment. Employees are required to provide proper therapy to elderlies and ensure their safety according to the cold therapy prescribed by healthcare professionals for the elderlies.
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on cold therapy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic principle and indications of cold therapy • Understand various tools for cold therapy and their use, such as: <ul style="list-style-type: none"> ○ Ice pack ○ Crushed ice ○ Ice stick • Understand the procedures in providing cold therapy • Understand the precautions and contraindications in providing cold therapy • Understand the cold therapy prescribed for elderlies by healthcare professionals <p>2. Provide cold therapy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Verify identity of elderlies and explain to them the procedures to be performed, their aims, expected feeling and what they can do to facilitate the procedures, in order to gain their consent and cooperation • Do the preparation work correctly according to the cold therapy prescribed for elderlies by healthcare professionals, such as: <ul style="list-style-type: none"> ○ Prepare the appropriate tools for cold therapy in the appropriate sizes ○ Ensure no abnormalities in the tools for cold therapy ○ Wrap the tools for cold therapy in a wet towel ○ Assist and guide elderlies to stay in a correct and comfortable posture ○ Expose elderlies' body parts only as necessary, and perform measures to protect their privacy • Apply cold therapy on elderlies' body parts as required, stabilize the site and take note of the time • Monitor elderlies' condition during therapy, including <ul style="list-style-type: none"> ○ Ask them for any discomfort and handle immediately if any ○ Remind elderlies not to fall asleep ○ Observe elderlies skin for any abnormalities regularly ○ Inform the healthcare professionals for follow-up actions when needed • After the cold therapy, perform the post-therapy work, including <ul style="list-style-type: none"> ○ Look for any abnormalities at the site that received therapy ○ Tidy up the tools for cold therapy ○ Take care of elderlies, for example, tidy up their clothes and help them resume normal posture ○ Clean the tools for cold therapy and store them in an appropriate place ○ Inform the healthcare professionals to arrange further treatments

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	<ul style="list-style-type: none">• Document the procedures of cold therapy provided properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Monitor elderlies' condition during cold therapy and actively ask for their condition• Follow strictly the arrangement of cold therapy prescribed for elderlies by healthcare professionals
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to perform the proper procedures according to the cold therapy prescribed for elderlies by healthcare professionals, and• Ability to monitor elderlies' condition during the therapy and inform healthcare professionals for follow-up actions when needed.
Remark	

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Functional Area - Clinical Care

Title	Assist in Applying Heat Therapy
Code	106096L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation care services to elderlies. This competency involves the ability of analysis and make judgment. Employees are required to provide proper therapy to elderlies and ensure their safety according to the heat therapy prescribed by healthcare professionals for the elderlies.
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on heat therapy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic principle and indications of heat therapy • Understand various tools for heat therapy and their use, such as, <ul style="list-style-type: none"> ○ Hot water bag ○ Electric heating pad ○ Microwave heating pad • Understand the procedures in providing heat therapy • Understand the precautions and contraindications in providing heat therapy • Understand the heat therapy prescribed for elderlies by healthcare professionals <p>2. Provide heat therapy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Verify identity of elderlies and explain to them the procedures to be performed, their aims, expected feeling and what they can do to facilitate the procedures, in order to gain their consent and cooperation • Do the preparation work correctly according to the heat therapy prescribed for elderlies by healthcare professionals, including <ul style="list-style-type: none"> ○ Prepare the appropriate tools for heat therapy in the appropriate sizes ○ Ensure no abnormalities in the tools for heat therapy, for example, check whether hot water bag is leak-free, whether electric heating pad is functioning normally ○ Heat or adjust the temperature of the tools using the correct methods ○ Wrap the tools with a towel ○ Assist and guide elderlies to stay in a correct and comfortable posture ○ Expose elderlies' body parts only as necessary, and perform measures to protect their privacy. • Apply heat therapy on the body parts as required, stabilize the site and take note of the time • Monitor elderlies' condition during therapy, including <ul style="list-style-type: none"> ○ Ask them for any discomfort and handle immediately if any ○ Remind elderlies not to fall asleep ○ Observe elderlies' skin for any abnormalities regularly ○ Inform healthcare professionals for follow-up actions when needed • After the heat therapy, perform the post-therapy work, including <ul style="list-style-type: none"> ○ Look for any abnormalities at the site that received therapy ○ Tidy up the tools for heat therapy

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	<ul style="list-style-type: none">○ Take care of the elderlies, for example, tidy up their clothes and help them resume normal posture○ Clean the tools for heat therapy and store them in an appropriate place○ Inform healthcare professionals to arrange further treatments○ Record the procedures of the heat therapy provided properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Monitor elderlies' condition during heat therapy and actively ask them for their feelings• Follow strictly the arrangement of heat therapy prescribed for elderlies by healthcare professionals
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to perform proper procedures according to the heat therapy prescribed for elderlies by healthcare professionals; and• Ability to monitor elderlies' condition during the therapy and inform healthcare professionals for follow-up actions when needed.
Remark	

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Functional Area - Clinical Care

Title	Use Assistive Devices for Daily Life
Code	106097L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation care services to elderlies. This competency involves the ability of analysis and making judgment. Employees are required to guide elderlies to use assistive devices properly, according to their level of mobility and self-care ability, as well as the recommendations and prescriptions from healthcare professionals, in order to promote their self-care ability and mobility, boost their confidence, so as to improve their quality of life.
Level	3
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on assistive devices for daily life</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the assistive devices for daily life commonly used among elderlies • Understand the functions, methods of use, and safety preventions of assistive devices for daily life • Understand the storage and basic maintenance methods of assistive devices for daily life • Understand the level of mobility and self-care ability of elderlies, including <ul style="list-style-type: none"> ○ Range of motion of upper and lower limbs ○ Hand mobility ○ Transfer and lower limb mobility ○ Activities of daily living (ADLs) and instrumental activities of daily living (IADLs) • Understand the purposes for elderlies to use assistive devices for daily life • Understand healthcare professionals' recommendations and prescriptions on elderlies' use of assistive devices for daily life <p>2. Use assistive devices for daily life</p> <p>Be able to</p> <ul style="list-style-type: none"> • Arrange elderlies to use the appropriate assistive devices for daily life, according to the recommendations and prescriptions by the healthcare professionals, and adjust them to or select the appropriate sizes • When using the assistive devices for daily life, take safety measures to prevent accidents and ensure elderlies' safety, such as: <ul style="list-style-type: none"> ○ Ensure the stability and sturdiness of the daily assistive device ○ Check for any damage ○ Check to ensure it functions normally ○ Check if it performs well • Correctly guide elderlies to use the appropriate assistive devices, ensure that they use it correctly, such as: <ul style="list-style-type: none"> ○ Demonstrate to elderlies the using method of daily assistive device and offer guidance ○ Ensure elderlies understand the aims of using the assistive devices ○ Observe elderlies' conditions when using assistive devices ○ Ask elderlies for their opinions regarding the use of assistive devices, and report to the healthcare professionals • Teach elderlies about the storage and basic maintenance methods of the assistive devices, such as:

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	<ul style="list-style-type: none"> ○ Store them appropriately ○ Store the plastic devices in cool places away from the sun ○ Methods to change the battery or recharge it ○ Cleaning method • Check the assistive devices for elderlies regularly, and provide maintenance. If devices are found to be damaged, report to healthcare professionals as soon as possible for follow-up actions <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Strictly follow healthcare professionals' recommendations and prescriptions on elderlies' use of assistive devices for daily life • Ensure elderlies' safety when assisting them to use assistive devices for daily life
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to arrange elderlies to use appropriate assistive devices for daily life, according to the recommendations and prescriptions from healthcare professionals, and correctly teach them the methods to use such devices; and • Ability to take safety measures, ensure that elderlies use assistive devices for daily life safely, check the devices for elderlies regularly and provide maintenance.
Remark	

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Functional Area - Clinical Care

Title	Assist Elderly to Perform Aerobic Exercises
Code	106098L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation care services to elderlies. This competency should be applied under supervision. Employees are required to assist and guide elderlies to perform the aerobic exercises as prescribed by healthcare professionals, and monitor their conditions, so that elderlies can complete the exercises safely, improve their physical condition and cardiopulmonary functions
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on aerobic exercises</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basic physiology and anatomy of bones, blood circulation system and respiratory system • Understand elderlies' physical conditions and level of mobility • Understand the benefits and objectives of aerobic exercises • Understand the aerobic exercises prescribed by healthcare professionals, such as: <ul style="list-style-type: none"> ○ Number of different exercises, and amount of physical activities. ○ Safety and points to note ○ Equipment required • Understand the principles and safety precautions related to aerobic exercises, such as: <ul style="list-style-type: none"> ○ Full-body workout vs exercises for large muscle groups ○ Safe heart rate while exercising ○ Amount of physical activities (FIT: frequency, intensity, time) • Understand aerobic exercises suitable for elderlies, such as: <ul style="list-style-type: none"> ○ Walking ○ Jogging ○ Cycling ○ Aqua-fitness • Understand the skills to guide elderlies to perform aerobic training • Understand methods to monitor elderlies' conditions when performing aerobic exercises <ul style="list-style-type: none"> ○ Observe how heavy their breathing is and their face complexion ○ Measure their breathing rate and heart rate ○ Observe the way they talk ○ Use equipment such as polar watch, blood oxygen level monitor, blood pressure monitor or electrocardiogram machine • Understand the techniques to document and report the training session clearly <p>2. Assisting elderlies to perform aerobic exercises</p> <p>Be able to</p> <ul style="list-style-type: none"> • Inform elderlies in advance and explain the upcoming exercises to be performed so that they are more likely to comply • Understand elderlies' health conditions and ensure they are fit enough for the exercises, such as, <ul style="list-style-type: none"> ○ Any abnormalities in blood pressure and pulse ○ Any fever or other symptoms of illness

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	<ul style="list-style-type: none"> • Prepare sturdy furniture and handrails, tidy up the venue and ensure the environment is safe for elderlies to exercise • Assist elderlies to perform aerobic exercises as prescribed by healthcare professionals, such as: <ul style="list-style-type: none"> ○ Prepare the proper sports equipment, or arrange elderlies to use the appropriate machines ○ Ensure the equipment and machines work properly, adjust them to appropriate positions and settings ○ Explain the methods to perform the exercises and demonstrate the correct movements to elderlies ○ Explain the aims and benefits of the exercises to elderlies • Monitor elderlies' conditions when performing aerobic exercises, making sure they have performed the amount of physical activity as prescribed by healthcare professionals, such as: <ul style="list-style-type: none"> ○ take note of elderlies posture, breathing rate and face complexion ○ Measure their breathing rate and heart rate ○ Monitor their activities by using appropriate equipment as suggested by healthcare professionals ○ Do not leave elderlies unattended, make sure they complete the exercises under supervision • Adjust the intensity and pace of the aerobic exercises according to elderlies' conditions and abilities; terminate the exercise if they experience any discomfort and inform healthcare professionals immediately • Observe the effectiveness of the exercises and take note of elderlies' conditions upon finishing exercising; refer the cases to healthcare professionals for follow-up actions if needed, such as, <ul style="list-style-type: none"> ○ Elderlies are unable to complete the tasks ○ Elderlies do not perform satisfactorily as required ○ Elderlies refuse to participate • Document all circumstances throughout the process when elderlies perform training and report to healthcare professionals, including <ul style="list-style-type: none"> ○ Heart rate when exercising ○ Completed tasks and the adjustments made in the process ○ elderlies' performance and others opinions, such as how satisfied they are <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide clear instructions patiently when assisting elderlies to perform aerobic exercises • Monitor elderlies' conditions during exercises and ensure their safety • Give elderlies positive feedback, encourage them to complete the exercises and motivate them to partake in exercises continuously
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assist and guide elderlies to perform aerobic exercises as prescribed by healthcare professionals; • Ability to monitor the process as elderlies perform aerobic exercises and the effectiveness of those exercises; adjust the pace according to their abilities; and • Ability to document all incidents during the training session and report to healthcare professionals clearly.
Remark	

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Functional Area - Clinical Care

Title	Conduct Reminiscence Therapy
Code	106099L3
Range	This unit of competency is applicable to employees in elderly care services industry who provide rehabilitation care services to elderlies. This Competency involves ability of analysis and making judgment. Employees are required to understand elderlies' cognitive abilities and background, provide reminiscence therapy according to healthcare professionals' prescription, promote their cognitive function and allow them to express their emotions, while monitoring elderlies' performance throughout the treatment and document it properly.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on reminiscence therapy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition and principles of reminiscence therapy, and the ways to perform reminiscence therapy • Understand the goals and efficacy of reminiscence therapy, such as <ul style="list-style-type: none"> ○ re-experience the emotions of the life event that is being recalled ○ provide a sense of fulfilment and satisfaction ○ improve communication skills • Understand the indications and contraindications of reminiscence therapy • Understand the content of providing reminiscence therapy, such as <ul style="list-style-type: none"> ○ Perform the therapy in a suitable environment ○ Perform the therapy at appropriate time and in proper frequency ○ Perform the therapy in individual and group settings ○ Procedures and regulations in performing the therapy • Understand the tools commonly used in reminiscence therapy, such as prompts and picture cards • Understand the reminiscence therapy content as prescribed by healthcare professionals • Understand the skills to perform individual and group reminiscence therapy, such as: <ul style="list-style-type: none"> ○ Master good communication skills ○ Facilitate the therapy via encouraging elderlies to participate and creating a relaxing atmosphere ○ Incorporate games into the therapy ○ Review elderlies' lives ○ Perform therapy with appropriate attitude, such as being patient, flexible and be willing to try • Understand the cognitive ability and background of individual elderlies <p>2. Conduct reminiscence therapy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Choose the appropriate theme for the reminiscence therapy according to the cognitive ability and background of individual elderlies, and the instructions of healthcare professionals • Prepare the required tools for reminiscence therapy, conduct the therapy in a suitable environment with appropriate background music • Perform reminiscence therapy using appropriate techniques and skills, according to the cognitive ability and background of elderlies, such as: <ul style="list-style-type: none"> ○ Explain to elderlies the theme of the session

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	<ul style="list-style-type: none"> ○ Show the prompts and let elderlies touch them ○ Allow enough time and give elderlies chances to share their feelings • Perform group reminiscence therapy using appropriate techniques, such as <ul style="list-style-type: none"> ○ Create an interactive environment to encourage elderlies to participate ○ Encourage group members to introduce themselves and greet each other in the beginning of the session, to help them know each other • Provide appropriate assistance and intervention if required, such as <ul style="list-style-type: none"> ○ Offer help when elderlies have difficulties expressing themselves ○ Calm the emotions of elderlies if they feel anxious ○ Change the topic if elderlies get agitated ○ Take intervention if needed, such as when group members have a fight and curse at each other • Summarize the therapy after finishing the therapy, such as <ul style="list-style-type: none"> ○ Praise elderlies for their performance ○ Thank them for their participation ○ Tell them the schedule for the next session • Report elderlies' performance to healthcare professionals, including their ability to concentrate, their level of participation, their mood and the content of their sharing. Document the relevant details properly. <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Monitor elderlies' responses when performing reminiscence therapy; offer assistance when appropriate • Show patience and empathy when the participants are sharing their personal feelings
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to select an appropriate theme for reminiscence therapy, prepare the required tools, facilities and environment according to the cognitive ability and background of elderlies, and healthcare professionals' prescription; • Ability to apply appropriate skills when conducting reminiscence therapy; and • Ability to monitor the responses and performance of elderlies and offer assistance if needed; document and report the relevant details to healthcare professionals.
Remark	

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Functional Area - Clinical Care

Title	Conduct Reality Orientation Therapy
Code	106100L3
Range	This unit of competency is applicable to employees in the elderly care services industry who provide rehabilitation services to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to understand the cognitive ability, conduct reality orientation therapy to elderlies according to the instructions by healthcare professionals, monitor and document elderlies' performance properly, in order to help elderlies grasp information related to time, places and people.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on reality orientation therapy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition and principles of reality orientation therapy, and the ways to perform reality orientation therapy • Understand the goals and efficacy of reality orientation therapy • Understand the indications and contraindications of reality orientation therapy • Understand the content of providing reality orientation therapy, such as <ul style="list-style-type: none"> ○ Perform the therapy in a suitable environment ○ Perform the therapy at appropriate time and in the right frequency ○ Procedures and regulations in performing the therapy • Understand the tools commonly used in reality orientation therapy, such as reality orientation boards, pictures and clothes of different seasons • Understand the instructions from healthcare professionals regarding reality orientation therapy • Understand the skills and attitudes when performing group reality orientation therapy, such as <ul style="list-style-type: none"> ○ Master good communication skills ○ Facilitate the therapy via encouraging elderlies to participate and creating a relaxing atmosphere ○ Incorporate games into the therapy ○ Conduct therapy in appropriate attitudes, such as being patient, flexible and willing to try • Understand the ways to apply orientating techniques, such as <ul style="list-style-type: none"> ○ Display oversized clocks and calendar in the room ○ Mark the environment with clear references • Understand the cognitive abilities of elderlies, and whether they are suitable for group therapy <p>2. Conduct reality orientation therapy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Choose the appropriate theme for the reality orientation therapy according to the cognitive ability of elderlies, and healthcare professionals' instructions • Prepare the required tools for reality orientation therapy, and conduct the therapy in a suitable environment • Encourage group members to introduce themselves and greet each other before the therapy begins to help them know each other better and make them more willing to interact with each other.

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	<ul style="list-style-type: none"> • Conduct reality orientation therapy using appropriate techniques and skills, according to the cognitive ability of elderlies, such as <ul style="list-style-type: none"> ○ Explain to elderlies the theme of the session ○ Use tools for reality orientation therapy appropriately ○ Provide sufficient instructions and explanations ○ Create an interactive environment to encourage the participation of elderlies • Provide appropriate assistance and intervention if required, such as <ul style="list-style-type: none"> ○ Allow adequate time for elderlies and never rush them ○ Prevent arguments between elderlies and take immediate actions should argument arises; provide clear instructions to resolve • Summarize the therapy after finishing the group session, for example <ul style="list-style-type: none"> ○ Praise elderlies for their performance ○ Thank them for their participation ○ Tell them the schedule for the next session, etc. • Report elderlies' performance to healthcare professionals, including their ability to concentrate, their level of participation, and their mood. Document the relevant details properly. • Decorate the venue appropriately according to environment orientation method • Update the reality orientation board daily so as to help elderlies orientate themselves correctly in daily life. <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Monitor the responses of elderlies when performing reality orientation therapy; offer assistance if appropriate • Keep instilling correct orientation information during day-to-day care work
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to conduct reality orientation therapy according to the cognitive ability of elderlies and healthcare professionals' suggestions; select an appropriate theme; prepare the required tools, facilities and environment for the therapy; • Ability to apply appropriate skills to conduct reality orientation group therapy according to relevant prescribed procedures; • Ability to monitor elderlies' responses and performance and offer assistance if needed; document and report the relevant details to healthcare professionals; and • Ability to suitably decorate the venue according to reality situations so as to instil correct orientation information among elderlies.
Remark	

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Functional Area - Clinical Care

Title	Conduct Multi-sensory Therapy
Code	106101L3
Range	This unit of competency is applicable to employees in the elderly care services industry who provide rehabilitation services to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to understand elderlies' cognitive ability, and conduct or assist multi-sensory therapy according to healthcare professionals' prescriptions, in order to promote the cognitive ability of elderlies and relieve their emotional problems, while monitoring and documenting elderlies' performance throughout the treatment process.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. relevant knowledge on multi-sensory therapy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition and principles of multi-sensory therapy, and the ways to perform the therapy • Understand the goals and efficacy of multi-sensory therapy • Understand the indications and contraindications of multi-sensory therapy • Understand the content in providing multi-sensory therapy, such as: <ul style="list-style-type: none"> ○ Venues and facilities ○ Duration and frequency ○ Procedures ○ Suitable number of participants in a group • Understand the tools commonly used in multi-sensory therapy • Understand the prescriptions from healthcare professionals • Understand the procedures to lead a group during multi-sensory therapy • Understand the skills to conduct group multi-sensory therapy, such as <ul style="list-style-type: none"> ○ Master good communication skills ○ create a relaxing atmosphere; encourage elderlies to get in touch with each other ○ Conduct therapy with appropriate attitude, such as being patient, flexible and vigilant about safety • Understand the cognitive ability of each elderly <p>2. Perform multi-sensory therapy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the contents of the multi-sensory therapy, including: <ul style="list-style-type: none"> ○ Therapeutic goal of the group ○ Name list of the group members ○ Number of participants in the group ○ Frequency of therapy • Prepare the required tools and facilities for multi-sensory therapy, and conduct the therapy in a suitable environment according to the prescriptions by healthcare professionals • Encourage group members to introduce themselves and greet each other, so that they understand each other more and are more likely to interact with each other • Conduct or assist multi-sensory therapy using appropriate techniques and skills, according to the relevant procedures and guidelines of the institution, as well as cognitive ability of elderlies, such as:

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	<ul style="list-style-type: none"> ○ Explain to elderlies the goal, the procedures and regulations of the therapy session ○ Raise elderlies' awareness via sensory stimulations, such as playing music, sound of the nature or animals and ask elderlies to differentiate them ○ Provide a pleasant sensory experience ○ Provide opportunities for elderlies to communicate and express their emotions ○ Allow elderlies to share their feelings ● Monitor elderlies' responses during multi-sensory therapy and provide appropriate assistance and intervention if required, such as <ul style="list-style-type: none"> ○ Offer help when elderlies have difficulty expressing themselves ○ Calm elderlies' emotions if they experience anxiety ○ Tone down the sensory stimulation if elderlies get too agitated or emotional ● Summarize the therapy after finishing the activity, such as: <ul style="list-style-type: none"> ○ Praise elderlies ○ Thank them for their participation ○ Tell them of the schedule of the next session ● Report elderlies' performance to healthcare professionals, including their level of participation and interaction, and their moods. Document the relevant details properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> ● Conduct multi-sensory therapy strictly according to healthcare professionals' prescription ● Monitor elderlies' responses when conducting multi-sensory therapy and offer appropriate assistance
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> ● Ability to perform multi-sensory therapy, prepare relevant tools and decorate the venue according to the prescriptions of healthcare professionals; ● Ability to perform or assist multi-sensory therapy using the appropriate skills according to the procedures of the activity and cognitive ability of elderlies; and ● Ability to monitor elderlies' responses; provide appropriate assistance and sensory stimulation; document the relevant details properly and report to medical professional.
Remark	

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Functional Area - Clinical Care

Title	Conduct Cognitive Training
Code	106102L3
Range	This unit of competency is applicable to employees in the elderly care services industry who provide rehabilitation services to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to assist the provision of cognitive training to elderlies according to the prescriptions by and requirements of healthcare professionals, in order to promote elderlies' cognitive ability, while monitoring and documenting their performance during the training session.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on cognitive training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition and principles of cognitive training, and the ways to perform cognitive training • Understand the goals and efficacy of cognitive training • Understand the indications and contraindications of cognitive therapy • Understand the contents of cognitive training, such as: <ul style="list-style-type: none"> ○ Perform the training in a suitable environment ○ Perform the training at an appropriate time and in the right frequency ○ Perform the training in individual and group settings ○ Procedures and regulations of such training • Understand the tools commonly used in cognitive training, such as computers and picture cards • Understand the prescriptions by healthcare professionals, such as: <ul style="list-style-type: none"> ○ Goal of the training ○ Target service users ○ Number of persons in a group ○ Number of sessions ○ Procedures and regulations ○ Tools and venues • Understand the procedures and the skills required to conduct individual and group cognitive training • Understand the skills and attitude to lead a group training, such as: <ul style="list-style-type: none"> ○ Master good communication skills ○ Manage the atmosphere, such as create a relaxing atmosphere, ways to arouse elderlies' interest and motivate them ○ Conduct training with appropriate attitude, such as being patient, flexible and willing to try <p>2. Conduct cognitive training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Prepare the required tools, facilities and venue decorations for cognitive training, according to the prescriptions by healthcare professionals • Perform or assist to perform group or individual cognitive training using appropriate techniques and skills, according to the cognitive ability of elderlies and the relevant procedures and guidelines, such as <ul style="list-style-type: none"> ○ Explain to elderlies the goal, procedures and regulations of the training

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	<ul style="list-style-type: none"> ○ Break down the cognitive training into simple components so that elderlies can complete all tasks ○ Provide appropriate tools and use them properly ○ Demonstrate the training to elderlies, instruct them and explain properly ○ In group training, boost elderlies' level of participation via group interaction ● Pay attention to elderlies' responses and performance throughout the training session; provide appropriate assistance and intervention if required, such as <ul style="list-style-type: none"> ○ Allow adequate time for elderlies to complete the task and never rush them ○ Do the tasks with elderlies and give them clear instructions ● Summarize the therapy after finishing the activity, such as <ul style="list-style-type: none"> ○ Praise elderlies ○ Thank them for their participation ○ Tell them of the schedule of the next session ● Report elderlies' performance to healthcare professionals, including their ability to concentrate, their level of participation and their moods. Document the relevant details properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> ● Follow strictly the instructions and prescriptions by healthcare professionals ● Monitor elderlies' responses when performing cognitive training and ensure their safety
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> ● Ability to prepare relevant tools, facilities and venue decorations according to the training content as prescribed by healthcare professions; ● Ability to assist elderlies to receive cognitive training by providing suitable guidance and explanation according to the prescribe procedures of such training; and ● Ability to monitor elderlies' responses and performance and offer assistance when appropriate; document and report the relevant details to healthcare professionals.
Remark	

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Functional Area - Clinical Care

Title	Provide day-to-day self-care Training
Code	106103L3
Range	This unit of competency is applicable to employees in the elderly care service industry who provide rehabilitation care services to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to provide day-to-day self-care training according to the prescriptions by healthcare professionals, in order to promote the self-care ability of elderlies.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on day-to-day self-care training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the basics of day-to-day self-care, including their definitions, content and importance • Understand the factors affecting self-care ability, such as: <ul style="list-style-type: none"> ○ Biological factors: illnesses, decrease in mobility ○ Psychological factors: dependence, anxiety and concern about their ability ○ Decline in cognitive ability ○ Environmental factors, etc. • Understand the skills and ways to provide day-to-day self-care training • Understand various devices and assistive tools deployed in self-care training and their uses • Understand the prescriptions by healthcare professionals, such as: <ul style="list-style-type: none"> ○ Self-care abilities need training ○ Suitable environment ○ Method of training ○ Duration and the number of sessions required ○ Assistance needed, such as verbal or visual cues ○ Devices and assistive tools needed • Understand the skills and ways to provide training in special cases, such as post-stroke elderlies and those with cognitive impairment • Understand the ways to assess elderlies' self-care ability, such as <ul style="list-style-type: none"> ○ Barthel Index ○ Instrumental Activities of Daily Living Scale • Understand day-to-day self-care abilities of elderlies • Understand skills required to present and report clearly <p>2. Conduct day-to-day self-care training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assist elderlies to receive self-care training according to the self-care abilities of elderlies and the healthcare professionals' prescriptions, such as: <ul style="list-style-type: none"> ○ Prepare the venue and required equipment, such as clothes, assistive devices, and commodes ○ Explain to elderlies the goal of the training, the procedures and the number of sessions required; make sure they understand the objectives ○ Provide instructions to elderlies when performing self-care training, such as asking them to pick up objects with chopsticks, so as to improve the coordination

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	<p>of small hand muscles; or asking them to practice using assistive devices such as a button hook to fasten buttons.</p> <ul style="list-style-type: none"> ○ Monitor elderlies' performance, offer assistance and guidance if needed, by means of verbal or gestural cues ○ Perform self-care training according to the prescriptions by healthcare professionals <ul style="list-style-type: none"> • Encourage elderlies to complete all tasks by themselves. Praise them when they can finish the tasks, so as to motivate them for further training • Allow adequate time for elderlies to rest throughout the session; monitor elderlies' condition and be mindful if they experience any discomfort • Review the progress of the training and elderlies' condition after finishing the session, refer the cases to healthcare professionals if needed • After the training session, report elderlies' performance to healthcare professionals and document the relevant details properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform day-to-day self-care training according to the prescriptions by healthcare professionals • Ensure the safety of elderlies when performing self-care training • Give positive feedback to elderlies and encourage them to finish the training
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to conduct day-to-day self-care training properly according to the prescriptions by healthcare professionals; • Ability to monitor elderlies' conditions throughout the session; offer assistance and guidance when appropriate; and • Ability to document elderlies' performance after the session, and report to healthcare professionals clearly.
Remark	

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Functional Area - Clinical Care

Title	Assess the Activities of Daily Living (ADLs)
Code	106104L4
Range	This unit of competency is applicable to employees in the elderly care service industry who provide rehabilitation services to elderlies. This Competency involves the ability of critical analysis and assessment. Employees are required to assess elderlies' ability to perform Activities of Daily Living (ADLs) with professional and standardized methods according to relevant guidelines and protocols of the institution, so as to analysis the assessment results and find out elderlies' functional limitations in terms of daily living and their respective causes.
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on activities of daily living (ADLs)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant guidelines and protocols of the institution for ADL assessment • Understand the definition and types of ADLs, including <ul style="list-style-type: none"> ○ Basic ADLs ○ Instrumental ADLs • Understand the procedures in assessing ADLs, including <ul style="list-style-type: none"> ○ Observe the performance of elderlies ○ Ask elderlies about their performance ○ Ask their carer about elderlies' performance • Understand objective assessment tools for assessing ADLs and their uses: <ul style="list-style-type: none"> ○ Barthel Index ○ Instrumental Activities of Daily Living Scale, etc. • Understand other information needed to assess ADLs, such as <ul style="list-style-type: none"> ○ Medical history ○ Cognitive ability, visual and hearing abilities ○ Lifestyle habits ○ Muscle strength and endurance ○ Assistance that their carers can provide • Understand the ways to document ADL assessment results • Understand the ways and skills needed to interpret ADL assessment results <p>2. Conduct ADL assessment</p> <p>Be able to</p> <ul style="list-style-type: none"> • Explain the assessment procedures to elderlies so that they are more likely to comply • Use the appropriate and objective assessment tools for ADL assessment according to standard assessment procedures • Take measures to ensure the accuracy and credibility of the assessment by observing elderlies' performance and asking them • Collect ADL information and other relevant information in order to assess properly, such as <ul style="list-style-type: none"> ○ Understand the diseases that elderlies are suffering from; assess their effects on ADL performance ○ Assess the muscle strength, cognitive ability, visual and hearing abilities of elderlies ○ Ask elderlies about their lifestyle habits • Document the assessment result properly and systematically

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	<ul style="list-style-type: none"> Analyse and integrate the assessment result; identify the ADL limitations experienced elderlies and their respective causes <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Conduct ADL assessment accurately using professional knowledge Update the knowledge and skills related to ADL assessment regularly, by keeping abreast of the latest medical advancements and technologies
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to use suitable and objective ADL assessment tools to assess elderlies' ADL ability according to the relevant protocols and guidelines of the institution; Ability to observe elderlies' ADL performance and ask them about it in order to conduct accurate and credible assessment; and Ability to properly document the assessment result and analyse the result to find out the functional limitations elderlies' experience in terms of daily activities and their respective causes.
Remark	

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Functional Area - Clinical Care

Title	Conduct Preliminary Cognitive Assessment
Code	106105L4
Range	This unit of competency is applicable to employees in the elderly care service industry who provide rehabilitation services to elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to conduct preliminary cognitive assessment using professional and standardized assessment tools according to relevant guidelines and protocols of the institution; analyse the result and help diagnose the seriousness of cognitive impairment .
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on cognitive function</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the relevant protocols and guidelines of the institution regarding preliminary cognitive assessment • Understand the definition of cognitive ability and its scope, such as: <ul style="list-style-type: none"> ○ Spatial orientation ○ Memory ○ Judgment ○ Language ability ○ Ability to concentrate • Understand the objective assessment tools to assess elderlies' cognitive ability, such as: <ul style="list-style-type: none"> ○ MMSE ○ Montreal Cognitive Assessment ○ Dementia Rating Scale • Understand other information needed for assessment of cognitive ability, such as: <ul style="list-style-type: none"> ○ medical history ○ Educational level ○ Visual and hearing abilities ○ Occupation and nature of tasks ○ Performance on activities of daily living (ADLs), etc. • Understand the ways to document cognitive assessment results properly • Understand the ways and skills required to analyse cognitive assessment results <p>2. Conduct cognitive assessment</p> <p>Be able to</p> <ul style="list-style-type: none"> • Explain the assessment procedures to elderlies so that they are more likely to comply • Choose objective assessment tools that are appropriate to elderlies to ensure the accuracy of the assessment result • Perform cognitive assessment in a suitable environment so that their performance would not be affected • Collect other relevant information related to cognitive ability of elderlies for relevant assessment • Document the assessment result properly and systematically • Analyse and integrate the assessment result to establish elderlies' level of the cognitive ability <p>3. Exhibit professionalism</p>

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	<p>Be able to</p> <ul style="list-style-type: none">• Perform cognitive assessment accurately using professional knowledge• Update the knowledge and skills related to cognitive assessment regularly, by keeping abreast of the latest medical advancements and technologies
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to use suitable objective assessment tools to assess elderlies' cognitive function and ensure the result is accurate, according to the relevant protocols and guidelines of the institution; and• Ability to document and analyse the assessment result properly, so as to determine elderlies' level of cognitive ability
Remark	<p>Dementia Rating Scale Lai, C, K. Y., Lau, L. K. P., Ng L., Faulkner, L. W., Chung, J. C. C. & Wong, T. K. S. (2004). Cross cultural validation: the Chinese version of the clinical dementia rating scale. Asian Journal of Nursing Studies, 7(1), 36-41.</p>

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Unit of Competency is applicable across different functional areas

Title	Plan Elderly Group Activities
Code	106219L4
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for organizing activity for elderlies. This Competency involves the ability of analysis and making judgment. Employees are required to organize suitable group activities for elderlies according to their needs the institution's scope of service and facilities, so as to improve elderlies' quality of life.
Level	4
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Related knowledge of group activity for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the institution's scope of service and facilities, for example <ul style="list-style-type: none"> ○ Objectives ○ Formats and categories ○ Target service users • Understand types of group activities for elderlies, for example <ul style="list-style-type: none"> ○ Psychological counselling ○ Leisure programmes ○ Social activities ○ Sports ○ Health education ○ Mutual-aid and sharing • Understand the procedures and manage the skills to organize group activities for elderlies, including <ul style="list-style-type: none"> ○ Set the objective, target service users and their background ○ Design the mode of activity ○ Set the content and duration for each session ○ Prepare the necessary supplies, manpower and financial budget ○ Estimate the expected outcome • Understand how to make good use of games to motivate elderlies to participate • Understand how to assess the effectiveness of group activity • Understand the skills to write activity proposal/manual <p>2. Planning group activities for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Select the right types of activities and set the objectives according to the institution's scope of service and facilities; ensure group activities fulfil the institution's requirements and the elderlies' needs • Plan and execute the details according to elderlies' group activity plans, including <ul style="list-style-type: none"> ○ Decide on the ways to recruit service users, promote the activities and the period open for application according to the target service users of the group activity ○ Collect related information and design the content of the group activity ○ Decide on the content and duration of each session ○ Estimate the number of sessions, manpower, materials and financial budget needed ○ Estimate the income and cost, fee and procurement method

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Unit of Competency is applicable across different functional areas

	<ul style="list-style-type: none"> ○ Consider the role of a moderator in, for example, interactive games, and sharing section, etc. • Design different indicators to measure the effectiveness of group activity, including <ul style="list-style-type: none"> ○ Record overall attendance and attendance for each session ○ Observe participants' responses ○ Conduct questionnaires ○ Conduct interviews after the activity ○ Perform individual assessment. • Write proposal/manual of the group activity, including <ul style="list-style-type: none"> ○ Objectives and target service users ○ Content and procedures for each session ○ supplies needed ○ Budget sheet / table ○ Evaluation form <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Plan group activities for elderlies carefully, so that they are likely to achieve the expected outcome • Plan appropriate activities according to elderlies' vision and hearing abilities, and their physical strength
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to plan group activities according to the institution's scope of service and facilities as well as elderlies' needs; and • Ability to plan group activities and design the assessment method accordingly; write a clear proposal/manual.
Remark	<p>Employees performing this unit of competency are supposed to have basic knowledge about the institution's scope of service and types of group activity provided to elderlies.</p>

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Unit of Competency is applicable across different functional areas

Title	Provide non-pharmacological pain management
Code	106221L4
Range	This unit of competency is applicable to employees in the elderly care service industry who provide care service or clinical nursing care to elderlies. This Competence involves the ability of analysis and making judgment. Employees are required to understand elderlies' bodily and pain conditions and provide non-pharmacological treatment for pain relief according to the prescriptions by healthcare professionals, in order to reduce pain and suffering experienced by elderlies.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on palliative care and non-pharmacological treatments</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the goals and benefits of palliative care, such as: <ul style="list-style-type: none"> ○ Relieve both physical and psychological suffering ○ Provide comprehensive care, including bio-psycho-social and spiritual care ○ Reduce the use of invasive treatment • Understand the biological and psychological effect of pain on elderlies, such as: <ul style="list-style-type: none"> ○ Limitations of activities ○ Insomnia ○ Depression and negative emotions ○ Poor appetite • Understand non-pharmacological treatment for pain relief, such as: <ul style="list-style-type: none"> ○ Physiotherapy ○ Massage ○ Acupuncture ○ Distraction ○ Muscle relaxation exercises ○ Hypnosis • Understand the non-pharmacological treatments on pain relief as prescribed by healthcare professionals <p>2. Provide non-pharmacological pain relief treatments</p> <p>Be able to</p> <ul style="list-style-type: none"> • Review the treatment plan of individual elderlies in order to understand their body condition, including: <ul style="list-style-type: none"> ○ Nature and the severity of the pain ○ Sites of the pain ○ Level of mobility and tolerance ○ Negative psychological impacts, etc. • Help provide non-pharmacological treatment for pain relief to elderlies as prescribed by healthcare professionals to ease their pain • Encourage elderlies to participate in group activities or other leisure activities to distract their attention from pain and to avoid further negative impact • Take initiative to care for elderlies' condition, listen to their complaints and opinions, soothe their emotion as much as possible • Monitor the process of administering non-pharmacological treatments and review their effectiveness, including:

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Unit of Competency is applicable across different functional areas

	<ul style="list-style-type: none"> ○ Change in the severity of the pain ○ Mood changes ○ Use objective assessment tools to assess the efficacy • Adjust treatment regime according to the outcome of the treatment to maximize the effectiveness • Refer the cases to other healthcare professionals, such as physiotherapists and traditional Chinese medicine practitioners if needed, so that they can provide further pain management and other non-pharmacological treatments, including <ul style="list-style-type: none"> ○ Transcutaneous electrical nerve stimulation (TENS) ○ Acupuncture and massage ○ Music therapy <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Follow strictly to the non-pharmacological prescription of healthcare professionals on pain relief • Show empathy towards elderlies; listen to them patiently and attentively • Respect the autonomy of elderlies and consider their family and cultural background when performing non-pharmacological treatments • Note that some non-pharmacological treatments can only be provided by healthcare professionals
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to provide suitable non-pharmacological treatment for pain relief to elderlies according to the prescription, elderlies' condition and severity of the pain; and • Ability to monitor the process of administering non-pharmacological treatments; review the effectiveness of the treatment; make suitable adjustment accordingly to maximize effectiveness.
Remark	<p>Guidelines for pain relief from the Hong Kong Anti-cancer Society https://www.hkacs.org.hk/uploadimages/download/00927/hkacs0035.pdf</p>

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Unit of Competency is applicable across different functional areas

Title	Provide Staff Training on Rehabilitation Care
Code	106225L4
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for staff training. This Competency involves the ability of analysis and making judgment. Employees are required to assess staff's abilities and knowledge to provide rehabilitation services, and arrange staff training according to the institution's plan, so as to promote staff's ability in provision of rehabilitation care.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on staff training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand training programmes for rehabilitative care practitioners • Understand the aims and importance of providing staff training, for example, <ul style="list-style-type: none"> ○ Improve staff's techniques in rehabilitation services ○ Enhance the effects of rehabilitative therapy among elderlies ○ Improve service quality and image of the institution • Understand training scope for rehabilitative care, for example, <ul style="list-style-type: none"> ○ Assist elderlies to receive rehabilitation training ○ Use rehabilitation equipment correctly ○ Lift and transfer ○ Acquire basic knowledge on rehabilitation • Understand staff's knowledge, skills and training needs in terms of rehabilitative treatment • Understand the rehabilitative care provided by the institution and its plans for future development • Understand the knowledge and skills to provide staff training to rehabilitative care practitioners • Understand performance indicators for assessing staff training, for example, <ul style="list-style-type: none"> ○ Number of staff members trained ○ Performance appraisals of staff ○ Opinions of staff • Understand the recognized organizations or qualified professionals in the community providing relevant training <p>2. Provide staff training on rehabilitative care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Decide on the mode and direction of training according to staff's awareness and abilities on rehabilitative care. • Arrange training sessions and the sequence according to scope of rehabilitative services, future development and training plan of the institution • Schedule the training timetable catering to staff's working hours and needs; arrange staff members to receive training according to an order of priority • Prepare according to the training plan for rehabilitative care practitioners, including, <ul style="list-style-type: none"> ○ Specific content of training plan ○ Suitable mode of training, for example, classroom lectures, workshops, and field trips

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Unit of Competency is applicable across different functional areas

	<ul style="list-style-type: none"> ○ Hire professionals with required abilities to be trainers and seek help from recognized organizations to provide training • Properly document training programmes that have been completed, including <ul style="list-style-type: none"> ○ Organize written and oral feedbacks from staff and trainers ○ Document details of activities and all expenses in written form ○ Save records properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure the training contents are practical and useful to promote the quality of service provided by staff
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to provide relevant training plan according to the training needs of staff in terms of rehabilitative care; enhance their skills of providing rehabilitative care; and • Ability to monitor the process of training, document all relevant information accurately and save the documents.
Remark	

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Functional Area - Clinical Care

Title	Monitor the Quality of Rehabilitative Care
Code	106106L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation services to elderlies. This competency involves the ability of critical analysis, re-organization and integration of information. Employees are required to design and provide rehabilitation treatment to elderlies according to their rehabilitation plans and needs, while monitoring the process of the said treatment so that elderlies can receive quality care .
Level	5
Credit	5 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on quality of rehabilitation treatment</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Understand the content of rehabilitation plans • Understand different types of rehabilitation treatments and skills to apply them • Understand the code of professional conduct in rehabilitation treatment • Understand the assessment tools used in rehabilitation treatment • Understand the ways to assess the quality of the rehabilitation treatment based on the data collected by observation • Understand the principle of rehabilitation treatment with evidence-based practice approach • Understand the common ways to improve the quality of rehabilitation treatment <p>2. Monitor the quality of rehabilitation treatments</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Provide rehabilitation treatments according to the goals established in the treatment plan • Comply with the code of professional conduct when performing rehabilitation treatment • Ensure the rehabilitation treatment is fully understood, mastered and properly executed by relevant staff by means of communication and monitoring system • Monitor elderlies' performance throughout the rehabilitation treatment, to make sure the goals established in the treatment plan are met • Observe the performance of the staff when performing rehabilitation treatment to make sure elderlies receive suitable rehabilitation treatment • Assess elderlies' condition regularly; review the effectiveness of the treatment; check if the goals laid down in the treatment plan are met • Collect elderlies' and their carers' opinions and to ensure they are satisfied with the progress of treatment • Adjust the treatment plan according to the result of the assessment to ensure the rehabilitation treatments address elderlies' needs <p>3. Exhibit professionalism</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Provide suitable rehabilitation treatment according to the goals of treatment plan
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to design and provide rehabilitation treatment to elderlies according to the content of rehabilitation of treatment plan;

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Functional Area - Clinical Care

	<ul style="list-style-type: none">• Ability to assess elderlies' condition on a regular basis and review the effectiveness of the treatment; and• Ability to adjust the content of treatment plan according to assessment results, so as to meet elderlies' needs.
Remark	Employees performing this Unit of Competency are supposed to have acquired basic knowledge and skills on rehabilitation treatment.

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Functional Area - Clinical Care

Title	Formulate Rehabilitative Care Plan
Code	106107L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation services to elderlies. This Competency involves the ability of critical analysis, re-organisation, assessment and integration of information. Employees are required to perform comprehensive assessments for elderlies, analyse their specific rehabilitation needs and integrate relevant information regarding their rehabilitation, in order to formulate comprehensive rehabilitative plans that enhance elderlies' ability.
Level	5
Credit	5 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant information on rehabilitative care plan</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the skills and methods to assess elderlies' ability, such as <ul style="list-style-type: none"> ○ Walking and balancing ○ Activity of daily livings (ADLs) ○ Instrumental activity of daily livings (IADLs) ○ Cognitive ability, etc. • Understand the objective tools used to assess elderlies' ability • Understand relevant information about rehabilitative care for elderlies, including <ul style="list-style-type: none"> ○ Competency of the carer ○ Living environment • Understand the social resources available regarding elderly rehabilitation, including <ul style="list-style-type: none"> ○ Elderly day care centres ○ Day hospitals, etc. • Understand the skills needed to assess elderlies' rehabilitation needs • Understand the principles to formulate rehabilitative care plan <p>2. Formulate rehabilitative care plan</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform comprehensive assessment for elderlies, understand their ability performance and collect information related to their rehabilitation • Analyse the assessment result and integrate information from various sources to establish elderlies' rehabilitation needs • Establish an order of priority according to their rehabilitation needs which are in turn determined by elderlies' ability performances, how needy they are and how seriously their impairments impact their daily life • Establish goals in the rehabilitative care plan and design individualized rehabilitative treatments to meet the goals • Explain to elderlies and their carers about the rehabilitative treatment plan via effective communication channels, so that they understand and give consent to the treatment plan • Ensure staff members are able to understand and follow the care plan via effective communication and monitoring system • Review the effectiveness of the care plan regularly and, make suitable adjustment if necessary • Seek relevant advices from healthcare professionals if needed when assessing elderlies' ability

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	<ul style="list-style-type: none">• Document the formulated rehabilitative care plan properly in written form. <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Perform comprehensive assessment for elderlies and formulate rehabilitative care plan using professional knowledge• Respect elderlies' and their carers' rights of choice; remain objective when formulating rehabilitative care plan
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to provide comprehensive rehabilitative assessment for elderlies and integrate relevant information regarding their rehabilitation to formulate suitable rehabilitative care plan; and• Ability to review the effectiveness of the rehabilitation care plan, analyse and adjust the plan when necessary, so as to improve elderlies' ability.
Remark	Employees performing this Unit of Competency are supposed to have acquired basic knowledge and skills on rehabilitation treatment.

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Functional Area - Clinical Care

Title	Train elderlies to perform Breathing Exercise
Code	106108L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry practitioners who provide rehabilitation services to elderlies. This competency involves the ability of critical analysis and assessment. Employees are required to assess the condition of elderlies' respiratory system, analyse the assessment result and teach elderlies the right way to perform breathing exercise, so as to improve their respiratory function .
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on breathing exercises for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the anatomy of the mouth, nose, pharynx and lungs, and the physiology of the respiratory system • Understand respiratory diseases commonly seen among elderlies and their pathology, such as: <ul style="list-style-type: none"> ○ Pneumonia ○ Chronic Obstructive Pulmonary Disease (COPD) ○ Asthma • Understand the methods and skills to assess elderlies' respiratory system, such as: <ul style="list-style-type: none"> ○ Correct interpretation of medical history ○ Breathing rate ○ Blood oxygen level ○ Auscultation of lung sounds ○ Characteristics of phlegm (e.g. colour, viscosity, amount) ○ Ability to cough up and spit out phlegm ○ Lung function test • Understand the different types of breathing exercises, their uses, indications and precautions • Understand the skills required to analyse results of respiratory system assessments • Understand the techniques to train elderlies to perform breathing exercise • Understand the devices used in training elderlies to perform breathing exercise and their uses <p>2. Teach elderlies to perform breathing exercise</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies' respiratory condition, analyse their respiratory problems and select the suitable breathing exercise • Teach elderlies to perform breathing exercise and make sure they understand the technique, such as: <ul style="list-style-type: none"> ○ Monitor elderlies' performance when performing breathing exercises ○ Demonstrate the correct way to perform breathing exercises ○ Identify their mistakes when performing exercises and guide them to correct the mistakes • Prescribe suitable devices to assist the training when necessary, ensure the devices are properly disinfected • Monitor elderlies' performance when performing breathing exercises and provide guidance or assistance if necessary

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	<ul style="list-style-type: none"> • Explain to elderlies the aims and benefits of breathing exercises and encourage them to practise by themselves according to the prescription • Document elderlies' performance when performing breathing exercise and the exercise prescription properly • Assess elderlies' respiratory condition regularly and review the exercise prescription to ensure the breathing exercises can improve elderlies' condition, and explain to elderlies the progress they made <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies' respiratory condition and choose suitable breathing exercises accordingly • Give elderlies clear instructions and show patience when training elderlies to perform breathing exercises
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess elderlies' respiratory condition, analyse the assessment result accordingly and provide correct breathing exercise training to elderlies; and • Ability to assess elderlies' respiratory condition, review the exercise prescription and make sure the exercises can improve elderlies' condition.
Remark	

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Functional Area - Clinical Care

Title	Teach Elderlies to Use Walking Aids
Code	106109L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation services to elderlies. This Competency involves the ability of critical analysis and assessment. Employees are required to assess elderlies' physical conditions and level of mobility, choose appropriate walking aids, provide proper instructions and training, and ensure elderlies can master the use of walking aids, so as to boost their mobility and independence.
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Elderly rehabilitation and basic nursing knowledge</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand elderlies' physical conditions and relevant information, including: <ul style="list-style-type: none"> ○ Medical history ○ Treatment currently receiving ○ Reasons for consultation and admission ○ Financial status ○ Home environment • Understand the skills to assess elderlies' level of mobility and the content of such assessment, including: <ul style="list-style-type: none"> ○ Range of motion of joints ○ Muscle strength, endurance, visual acuity and balancing ability ○ Ability to sit straight, walk and transfer • Understand various types of walking aids and relevant information, such as: <ul style="list-style-type: none"> ○ indications ○ Characteristics, benefits and drawbacks ○ Methods of use and limitations ○ Maintenance ○ Methods of measurement • Understand the skills to observe and instruct elderlies to use walking aids <p>2. Train elderly to use walking aids</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies' condition, such as their physical conditions and level of mobility, so as to choose the appropriate walking aids for them • Measure and adjust walking aids to the right height or length for elderlies • Demonstrate and explain to elderlies the proper way to use walking aids, as well as to provide training and proper guidance • Observe how elderlies use the walking aids; correct their mistakes or adjust the walking aids accordingly • Teach elderlies the ways to maintain walking aids, and points to note when using walking aids • Document how well elderlies use the walking aids and all training details, including: <ul style="list-style-type: none"> ○ Types of walking aids used ○ Weight bearing ○ Walking distance ○ How much assistance is needed

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Functional Area - Clinical Care

	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Ability to choose appropriate walking aids for elderlies using professional knowledge, as well as respect elderlies' right of choice• Ability to provide clear instructions and show patience when training elderlies to use walking aids
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to assess elderlies' physical conditions and level of mobility, in order to choose the appropriate walking aids for them; and• Ability to provide proper instructions and correct any mistake according to how well elderlies use the walking aids; ensure the elderlies can master the use of walking aids.
Remark	

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Functional Area - Clinical Care

Title	Conduct Musculoskeletal Function Assessment
Code	106110L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation services to elderlies. This Competency involves the ability of critical analysis and assessment. Employees are required to assess elderlies' musculoskeletal functions with professional and standardized methods, in order to identify elderlies' musculoskeletal problems by analysing the assessment result.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on assessing musculoskeletal functions</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand anatomy of muscles, bones and joints • Understand standard procedure to assess musculoskeletal functions, including <ul style="list-style-type: none"> ○ Subjective Assessment ○ Objective Assessment • Understand the methods and skills to assess subjective musculoskeletal functions, including <ul style="list-style-type: none"> ○ Medical history ○ Pain ○ How the injury happened. • Understand methods and skills to assess objective musculoskeletal functions, including <ul style="list-style-type: none"> ○ Inspection, palpation, percussion ○ Testing muscle strength and endurance ○ Measuring range of motion of joints ○ Special tests, such as impingement test, Allen test etc. ○ Functional performance, such as walking, lifting heavy objects, and balancing • Understand the methods and skills to use different tools in assessing musculoskeletal functions, such as <ul style="list-style-type: none"> ○ Basic assessment tools, such as goniometer ○ High-tech equipment, such as Balance master, and Electromyogram(EMG) • Understand the methods to document assessment result of musculoskeletal function • Understand the methods and skills to analyse assessment result of musculoskeletal function • Understand the common musculoskeletal problems among elderlies <p>2. Perform musculoskeletal function assessment</p> <p>Be able to</p> <ul style="list-style-type: none"> • Explain assessment procedures to elderlies so that they are more likely to comply • Based on standard procedures of musculoskeletal function assessment, perform subjective musculoskeletal assessment first by asking elderlies for necessary information • Perform objective musculoskeletal assessment with appropriate methods and skills, choose the most suitable devices for assessment • Document all assessment results correctly and systematically and ensure the data and results are accurate • Analyse and integrate assessment results to identify elderlies' musculoskeletal problems

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Functional Area - Clinical Care

	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Perform musculoskeletal assessment correctly using professional knowledge• Keep abreast of the changes in medical sciences and the latest technologies, update knowledge and skills related to musculoskeletal assessment
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to perform subjective and objective musculoskeletal assessments according to standard procedures;• Ability to use proper methods and choose the most appropriate devices to perform assessments, as well as to ensure accuracy of data and results; and• Ability to document assessment results correctly and analyse accordingly to detect elderlies' musculoskeletal problems.
Remark	

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Functional Area - Clinical Care

Title	Design Rehabilitation Devices
Code	106111L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide rehabilitation services to elderlies. This Competency involves creativity and ability to make judgment. Employees are required to assess and analyse elderlies' ability and day-to-day needs, and design appropriate rehabilitation devices for them, according to elderlies' and their carers' living condition, so as to enhance their independence and reduce the burden of the carers.
Level	5
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on rehabilitation devices</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition, concepts and principles of rehabilitation • Understand the definition of 'Occupation', including <ul style="list-style-type: none"> ○ Activities of daily living (ADLs) ○ Work ○ Leisure • Understand the aims of using rehabilitation devices, such as: <ul style="list-style-type: none"> ○ Improve elderlies' functional abilities, so that they can live with less assistance from others ○ Reduce the effort required to perform tasks, making them less tiring ○ Provide appropriate stability ○ Improve environment • Understand the types of rehabilitation devices, such as: <ul style="list-style-type: none"> ○ Daily living tools, such as cutlery and dressing assistance devices ○ Mobility aids, such as walking aids and wheelchair ○ Leisure tools, such as playing cards holder, and Boccia ball ramp device • Understand the elements that need to be assessed before designing rehabilitation devices, such as: <ul style="list-style-type: none"> ○ Ability of elderlies, such as muscle strength, level of mobility, and self-care ability in daily life ○ Environmental factors, such as architectural limitation, whether elderlies are living with family, and facilities at home ○ Other factors, such as ability of carers, educational background, elderlies' interest and leisure activities • Understand the factors to consider when designing rehabilitation equipment, such as: <ul style="list-style-type: none"> ○ Structure of the device ○ Accessibility and adaptability ○ Comfort and endurance ○ Make use of elderlies' current ability effectively ○ Easy to be mastered by users ○ Preferences of elderlies or their carers • Understand human anatomy and mechanics, such as: <ul style="list-style-type: none"> ○ Anatomy and physiology of musculoskeletal and neurological systems ○ Mechanics and biomechanics ○ Ergonomics etc. • Understand methods and skills to design rehabilitation devices, such as:

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	<ul style="list-style-type: none"> ○ create design drawings ○ Choose appropriate materials <p>2. Design rehabilitation devices</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies' level of mobility and self-care ability; collect relevant information • Analyse factors leading to mobility difficulties or causing obstacles to elderlies' daily life, such as: <ul style="list-style-type: none"> ○ Neuromuscular control ○ Inadequate range of motion of joints ○ Environmental limitations hindering activities • Focus on the factors that lead to mobility difficulty or causing obstacles in daily life, integrate all relevant information; design rehabilitation devices that address the needs of individual elderlies • Demonstrate to elderlies and their carers how the rehabilitation devices are used and provide training to them • Monitor how well elderlies use of rehabilitation devices; provide assistance and guidance accordingly • Collect feedback on rehabilitation devices from elderlies and their carers, by means of such as: <ul style="list-style-type: none"> ○ Interviews ○ Questionnaires • Review the use of rehabilitation devices regularly, make proper adjustment, provide repair and maintenance, according to: <ul style="list-style-type: none"> ○ Elderlies' improvement in functional abilities ○ Changes in environment that affect the performance of rehabilitation devices. <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure the designs of rehabilitation devices match elderlies' needs in daily life to let them apply their best abilities • Design rehabilitation devices using professional knowledge and skills
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to design appropriate rehabilitation devices for elderlies based on assessment information, after considering the factors essential to the design of rehabilitation devices; • Ability to teach elderlies and their carers to use rehabilitation devices properly by providing demonstration and training; and • Ability to collect comments on rehabilitation devices from elderlies and their carers, and make proper adjustment to the devices according to elderlies' condition and other factors.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Formulate Staff Training on Rehabilitation Care
Code	106230L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who are in charge of human resource management. This Competency involves the ability of critical analysis and re-organization of relevant information. Employees are required to analyse resources available for deployment within the department, identify staff's training needs and career development, formulate relevant training programme to improve staff's knowledge and skills in providing corresponding services, so as to ensure they can provide elderlies with proper nursing care, as well as to enhance service quality.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on training of the rehabilitation practitioners</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant theories on human resources management • Understand resources available for deployment in the department, including: <ul style="list-style-type: none"> ○ Money ○ Time ○ Venue ○ Relevant expertise and skills • Understand the scope of rehabilitation training, such as: <ul style="list-style-type: none"> ○ Assisting elderlies to receive rehabilitation training ○ Proper use of rehabilitation equipment and supplies ○ Lifting and transfer ○ Basic rehabilitation knowledge • Understand the scope of rehabilitation service provided by the institution and future development in this regard • Understand the knowledge, skills and training practitioners need regarding rehabilitation treatment • Understand the ways to collect relevant information needed for training, such as: <ul style="list-style-type: none"> ○ Performance appraisal ○ Feedback from practitioners ○ Feedback from elderlies and their family • Understand the qualified and recognized organizations or professionals available in the community that provide relevant training <p>2. Formulate staff training programme on rehabilitation treatment</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess staff's existing knowledge and level of performance with respect to rehabilitation treatment; choose an appropriate mode and direction when formulating training programme • Analyse the level of competency of current staff in terms of rehabilitation treatment and identify their shortcomings according to the scope of services of the institution and its future development, in order to determine the required training subjects, target trainees and the order of priority for such training. • Invite healthcare professionals to be trainers or contact recognized organizations when designing staff training programmes so that practitioners have access to the most relevant knowledge and the best skills

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Unit of Competency is applicable across different functional areas

	<ul style="list-style-type: none"> Formulate criteria to assess the effectiveness of staff training; ensure staff can acquire knowledge and techniques from the training as expected, use these as benchmarks for similar training in the future. The criteria may include Number of participants performance improvement of assessed practitioners Comments from practitioners, etc. Formulate mechanism to review overall training programmes to ensure they are effective and the goals are reached Document details of the training programmes in written format, store the record safely for future review and follow-up actions <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Ensure training programmes can improve rehabilitation staff's skills in providing rehabilitation care and service quality
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to formulate training programs for practitioners according to needs of practitioners in providing rehabilitation service, scope of rehabilitation service provided by the organization and future development of practitioners; Ability to provide recognized professional knowledge and training to practitioners to improve their service quality; and Ability to review and assess the effectiveness of formulated training programmes and make improvements regularly.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Arrange Social Groups and Provide Activities
Code	106112L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide frontline services to elderlies. This competency involves working in a familiar, day-to-day environment and should be performed under supervision. Employees are required to arrange appropriate social groups for elderlies to join and provide them with activities that improve their social lives according to the arrangement and guidelines of the department / institution .
Level	2
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on social groups and activities</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the department's /institution's plan on social groups and activities, and relevant guidelines • Understand the importance and aims of social groups and activities, such as <ul style="list-style-type: none"> ○ Improve elderlies' mental health as they feel happier and more fulfilled after participating in such activities ○ Strengthen the connection between elderlies and the community by getting them involved in the community and learning new things ○ Make new friends and enlarge their social circles ○ Foster positive life values • Understand the content of social groups and activities, such as <ul style="list-style-type: none"> ○ Aims, content and workflow of group meetings ○ Limits on the number of group members ○ Target service users ○ Mode of operation ○ Budget ○ Expected difficulties and solutions ○ Methods to evaluate effectiveness of the groups • Understand basic techniques to assess elderlies' social needs • Understand techniques to write proposal and evaluation report for social groups and activities <p>2. Arrange social groups and provide activities</p> <p>Be able to</p> <ul style="list-style-type: none"> • Arrange social groups for elderlies to join and provide them with activities based on the department's/institution's plan and timetable for daily activities • Recruit proper elderly participants before organizing social groups and activities to ensure their efficiency, by means of: <ul style="list-style-type: none"> ○ Activity notice board ○ Activity bulletins ○ Promotional posters and leaflets ○ Individual invitations • Arrange different types of social groups and activities according to the department's / institution's plans and elderlies' social needs, such as <ul style="list-style-type: none"> ○ Learning/ interest groups ○ Outing activities ○ Competitions

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Functional Area - Psychosocial & Spiritual Care

	<ul style="list-style-type: none"> • Prepare well before hosting the activities, such as deploying various resources and decorating the venue • Use appropriate techniques when leading social groups or hosting activities to achieve their respective objectives, such as <ul style="list-style-type: none"> ◦ Amend the content and rundown of activities according to spontaneous feedback from elderlies ◦ Use props and varying formats to convey the activities, such as role-playing and drama, to make the social groups and activities attractive to elderlies and to strengthen interaction among participants ◦ Design games that match with elderlies' ability; give them awards and praise them when appropriate so that they feel fulfilled ◦ Perform activities in groups to strengthen interaction and team spirit among elderlies, to make the activities more exciting and to create climaxes ◦ Arrange volunteers to participate in the activities with elderlies so as to warm up the atmosphere when necessary, and to encourage elderlies to get more involved and participate actively • Use different channels to assess and evaluate shortcomings of social groups and activities afterwards, such as <ul style="list-style-type: none"> ◦ Immediate response of participants ◦ Attendance of each session ◦ Questionnaires ◦ Interviews with participants for their comments • After activities are finished, document information of social groups and activities and store it appropriately • Identify shortcomings and make improvement according to advices and instructions from supervisors <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Respect elderlies' right to choose; let them choose social groups and activities freely • Master the techniques of leading social groups and activities to ensure the atmosphere is joyful and relaxing throughout the process • Accept opinions from participants and others, and make improvement accordingly
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to arrange appropriate social groups and activities according to the department's / institution's plans and elderlies' social needs; and • Ability to carry out evaluation and identify room for improvement according to aims of social groups and activities, as well as advices and instructions from supervisors, in order to improve their quality and enhance social lives of the elderly.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Provide Spiritual Support for Elderlies' Well-being
Code	106113L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide frontline services to elderlies. This Competency involves working in a familiar, day-to-day environment and should be performed under supervision. Employees are required to provide support and assistance according to elderlies' spiritual needs, so as to assist them to achieve spiritual well-being.
Level	2
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on spiritual health of elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the meaning of spiritual health, such as: <ul style="list-style-type: none"> ○ Build positive self-image ○ Derive fulfilment, support and engagement in psychological, thinking, behavioural and lifestyle terms ○ Possess a positive and proactive philosophy and values ○ Stay joyful and optimistic • Understand spiritual needs of elderlies • Understand the techniques to build relationships with elderlies • Understand the techniques to support elderlies' spiritual health <p>2. Support spiritual health of elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Observe changes in elderlies' emotions and behaviours, as well as identify their spiritual needs • Understand spiritual health conditions of elderlies, such as: <ul style="list-style-type: none"> ○ Satisfaction towards their current lives ○ Having a sense of direction towards lives ○ when facing difficulties, their points of view and solutions in mental, behavioural and lifestyle terms • Support elderlies' spiritual health via various channels according to their varying needs, such as: <ul style="list-style-type: none"> ○ Encourage elderlies to persist in religious pursuits and activities, such as praying, Sunday worship and reciting hymns, in order to keep them engaged emotionally, and to earn spiritual support and fulfilment ○ Encourage elderlies to participate in volunteering work to build a positive attitude, philosophy and values towards life ○ Encourage elderlies to accept blessings and care from others and to pass them on to others, such as accepting visits from charitable agencies or volunteers ○ Encourage elderlies to seek help when needed • Report spiritual health conditions of elderlies to supervisors regularly, for prompt and proper follow-up actions if deemed necessary by supervisors • Document the spiritual support provided to elderlies in their care plans after handling cases <p>3. Exhibit professionalism</p>

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	<p>Be able to</p> <ul style="list-style-type: none">• Build a positive relationship with elderlies and stay objective• Stay open towards different religious core values without prejudice• Identify elderlies' spiritual needs and provide proper encouragement and assistance
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to provide proper support according to elderlies' spiritual needs so as to help them achieve spiritual well-being, and• Ability to report spiritual health conditions of elderlies to supervisors regularly to speed up the provision of support.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Comply with Guidelines to Prevent Elderly Abuse
Code	106114L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide frontline services to elderlies. This Competency involves working in a familiar, day-to-day environment and should be performed under supervision. Employees are required to strictly follow and apply the institution's guidelines on prevention of elderly abuse on day-to-day work, and help identify suspected cases of elderly abuse to prevent it from happening.
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on prevention of elderly abuse</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand professional attitude and code of conduct when adhering to the guidelines, such as <ul style="list-style-type: none"> ○ Maintain an objective and non-judgemental attitude ○ Respect autonomy of elderlies • Understand the guidelines of the institution regarding prevention of elderly abuse, including the aims, core values, principles and responsibilities of practitioners • Understand the basic knowledge of elderly abuse <ul style="list-style-type: none"> ○ Definition of elderly abuse ○ Modes of elderly abuse ○ Risk factors of elderly abuse ○ Signs of elderly abuse ○ Rights of the victims ○ Relevant resources available in the community ○ Relevant laws on elderly abuse <p>2. Follow guidelines on prevention of elderly abuse</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure principles of guidelines on prevention of elderly abuse are strictly followed during executing those guidelines, such as <ul style="list-style-type: none"> ○ All employees have responsibility to prevent elderlies from being abused ○ Basic understanding on abuse and thorough understanding on the content of the guidelines ○ Always put elderlies' safety in the first place ○ Safety of employees themselves is equally important; promptly consult relevant professionals and seek proper assistance if necessary • Follow guidelines on the prevention of elderly abuse in day-to-day work, including <ul style="list-style-type: none"> ○ when elderly abuse is suspected, report to supervisors by following the prescribed procedures ○ Listen to elderlies' description of incidence and offer comfort ○ Promptly consult relevant professionals and seek proper assistance if needed ○ Document clearly elderlies' injuries and conditions, and how the incidence was handled • If the incidence is considered a suspected case of elderly abuse, promptly notify the authority according to relevant guidelines of the institution; report to the Police promptly if it involves criminal offence

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	3. Exhibit professionalism Be able to <ul style="list-style-type: none">Understand the importance of following guidelines on prevention of elderly abuse
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is: <ul style="list-style-type: none">Ability to strictly follow guidelines on the prevention of elderly abuse in day-to-day work; help identify suspected case of elderly abuse and report to supervisors according to the prescribed procedures to prevent elderly abuse.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Provide Leisure Activities
Code	106213L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide frontline services elderlies. This competency involves working in a familiar, day-to-day environment and should be performed under supervision. Employees are required to provide elderlies with appropriate leisure activities according to relevant guidelines and arrangement of the institution, so as to improve their physical and mental health.
Level	2
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on leisure activities</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the guidelines of the institution on planning and arranging activities • Understand the importance and aims of participating in leisure activities, such as <ul style="list-style-type: none"> ○ Improve physical and mental health ○ Achieve a sense of fulfilment and learn something new ○ Make new friends and expand their social circles • Understand different types of leisure activities, such as <ul style="list-style-type: none"> ○ Handcrafts ○ Cookery ○ Listening to music ○ Watching movies • Understand the requirements of arranging leisure activities, including <ul style="list-style-type: none"> ○ Number of participants ○ Required supplies and tools ○ Time ○ Venue and facilities, etc. • Understand the techniques to provide leisure activities <p>2. Provide leisure activities</p> <p>Be able to</p> <ul style="list-style-type: none"> • Organize different types of leisure activities regularly and encourage elderlies to participate according to their interests and hobbies, as well as the institution's timetable of daily activities • Prepare for activities according to guideline of the institution regarding activity arrangement <ul style="list-style-type: none"> ○ Recruit appropriate participants ○ Gather enough elderlies ○ Purchase or prepare supplies and tools required ○ Prepare the venue • Use proper techniques to boost elderlies' involvement and engagement, such as: <ul style="list-style-type: none"> ○ Organize a variety of activities ○ Include creative and challenging activities ○ Encourage and praise elderlies ○ Adjust the level of difficulties of activities according to responses from elderlies ○ Create a relaxing atmosphere • Report to supervisors details of the events and their effectiveness, such as: <ul style="list-style-type: none"> ○ Overall response from the participants

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Unit of Competency is applicable across different functional areas

	<ul style="list-style-type: none"> ○ Comments from individual participants ○ Attendance of each session • Document and store properly the relevant information of the activities when they are finished <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Respect the autonomy of elderlies and allow them to choose the activities they want to participate in • Master the techniques to provide leisure activities and ensure they are conducted under a relaxing and pleasurable atmosphere. • Pay attention elderlies' physical ability and their resting schedule, so as to maintain their interest in activities and boost their confidence
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to provide appropriate leisure activities for elderlies according to relevant guidelines and prescribed arrangements of the institution; and • Ability to use proper techniques to motivate elderlies and boost their engagement in leisure activities.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Prevention of Elderly Suicide
Code	106115L3
Range	This unit of competency is applicable on employees in elderly care service industry who provide care services to elderlies. This Competency involves the ability of analysis and judgment. Employees are required to perform various tasks to prevent elderlies from committing suicide according to relevant guidelines of the institution and professional judgments, so as to assist elderlies and their family to handle problems that may trigger suicidal intents among elderlies .
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on suicide among elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the methods and procedures to handle cases in the guideline of the institution regarding the prevention of suicide among elderlies • Points to note in preventing suicide among elderlies, such as <ul style="list-style-type: none"> ○ Traceable intention of suicide ○ It is necessary to provide long-term follow-up counselling and observation to elderlies who once displayed risk of suicide, even when the suicidal ideation is over and the triggers no longer exist ○ Do not avoid talking about suicide; elderlies with suicidal risk should be confronted directly and be asked about their ideation • Understand causes of suicide among elderlies • Understand the techniques to prevent suicide among elderlies • Understand the techniques to building trustful relationships with elderlies and their family <p>2. Prevent suicide among elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform different initial assessments to prevent suicide among elderlies, so as to identify high-risk elderlies, such as <ul style="list-style-type: none"> ○ Emotional status of elderlies ○ Signs of suicide in elderlies ○ Counselling record of elderlies, if there is any personal or family history of suicide • Implement concrete working plan to prevent suicide in elderlies according to individual assessment results of elderlies, such as <ul style="list-style-type: none"> ○ Prevent elderly suicide to establish a positive value of life and reduce their suicidal ideation ○ Discuss the issues of suicide and death with elderlies and allow them to share their ideas and express their emotions ○ Proactively respond to the physical and psychological needs of elderlies to help elderlies and their family handle problems that may trigger suicide, such as helping them cope with stress due to diseases, easing their negative emotions and boost their self-esteem, letting them feel respected and improve their emotions ○ Help elderlies understand and confront with their own problems, and learn to find solution to handle them ○ Make reference for elderlies to use relevant community resources, such as The Samaritan Befrienders Hong Kong (SBHK), and Suicide Prevention Service

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	<ul style="list-style-type: none"> ○ Organize case discussion meeting according to the needs of certain cases; cooperate with elderlies' family and different professionals, such as doctors, nurses, clinical psychologists, and social workers, to investigate what can be done to assist elderlies with suicidal ideation from different professional perspectives • Establish a trustful relationship and effective communication channels with elderlies and their family, so as to immediately identify elderlies' suicidal ideation and prevent them from putting that thought into action • Assess elderlies' emotional status regularly and perform proper preventive work • Provide long-term follow-up counselling and observation to elderlies who once showed suicidal risk, even when the suicidal ideation is over and the triggers no long exist • Document implemented plans; review their effectiveness and use them as references for improving suicide preventive work in future <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Follow guidelines of the institution regarding prevention of suicide among elderlies when performing preventive work • Maintain a positive attitude to help high-risk elderlies, so as to prevent them from committing suicide
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to perform concrete and feasible work to prevent suicide among elderlies according to relevant guidelines of the institution; and • Ability to assist elderlies and their family to handle problems that may trigger suicide according to various assessment results, so as to prevent elderlies from committing suicide.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Design Social Care Plan for Elderlies
Code	106116L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care services to elderlies. This Competency involves sophisticated thinking and the ability to make judgment. Employees are required to assess elderlies' social needs, formulate a corresponding plan according to assessment results, so as to strengthen their social network via effective communications with them and their families, and boost the quality of their social life .
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on the elderly social life</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the current social life of elderlies and relevant factors that account for their social problems • Understand the procedures, content and meaning of formulating a care plan <ul style="list-style-type: none"> ○ Assess elderlies' social life, such as, relationship with their families, frequency and duration of family visits, community support, participation in day-to-day tasks, and activity attendance ○ Implement the plan ○ Evaluate the plan • Understand the community resources for supporting elderlies' social life • Understand the skills and tools to assess elderlies' social life • Understand the skills for rapport building with the elderlies and their families • Understand the skills for drafting a care plan <p>2. Formulate social care plan for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies' social life and relevant factors accounting for their social problems; formulate social care plan for the elderlies, consider, <ul style="list-style-type: none"> ○ Financial status ○ Family status ○ Personality ○ Occupation and interests • Analyse elderlies' current social needs, in order to identify the present or potential social problems • Formulate the objectives of the care plan and their order of priority according to the social problems and their impacts on elderlies' life • Design a personalized care plan according to the objectives laid down via: <ul style="list-style-type: none"> ○ Effective communication with elderlies' families ○ Teach the elderlies the importance of having a social life, for example, to derive joy and satisfaction from participating in social activities ○ The benefit of participating in social activities, such as enhancing health, knowing something new, and boosting confidence ○ Teach elderlies to choose and arrange appropriate social activities for themselves, for example, choose those suitable for their physical ability and those enhancing memory according to intellectual need ○ Build effective communication channels and allow the relevant staff, elderlies and their families to understand the content of care plan

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	<ul style="list-style-type: none"> ○ Evaluate and assess the effectiveness of care plan regularly, and make adjustment when needed ○ Document the formulated care plan and store the record appropriately <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Build rapport with elderlies, show empathy and be objective • Respect elderlies' right to choose, formulate personalized plan accordingly, in order to meet the various social needs of elderlies • Follow Personal Data (Privacy) Ordinance when handling personal data
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess elderlies' need according to their social life, and formulate a concrete and feasible social care plan for them; and • Ability to evaluate the formulated social care plan for elderlies and make adjustment regularly, in order to strengthen elderlies' social network and enhance the quality of their social life.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Design Care Plans for Psychological/Spiritual Well-being
Code	106117L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care services to elderlies. This competency involves sophisticated thinking and the ability to make judgment. Employees are required to assess the psychological/spiritual needs of elderlies, formulate care plans according to assessment results, and assist elderlies to build a fulfilling lifestyle by effective communication with elderlies and their families, so as to enhance the quality of life among elderlies.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on psychological /spiritual health of elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the current psychological/spiritual health conditions of elderlies and the relevant factors that affect such conditions • Understand the procedures, content and meaning of formulating a care plan <ul style="list-style-type: none"> ○ Assess psychological / spiritual health (such as, reviewing counselling records, and using relevant assessment / measurement tools) ○ Implement the plan ○ Evaluate the plan • Understand the community resources available to support elderlies' psychological / spiritual health • Understand the skills and tools required to assess elderlies' psychological / spiritual health conditions • Understand the skills to build rapport with elderlies and their families • Understand the skills to draft a care plan <p>2. Formulate psychological / spiritual care plans for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies' psychological / spiritual conditions and the relevant factors that affect such conditions when formulating psychological / spiritual care plan, for example, <ul style="list-style-type: none"> ○ The changes experienced by elderlies throughout the ageing process ○ Experiences of gain and loss in their later years ○ Change in appearances, physical conditions, role within the family, and cognitive functions ○ Significant events in life, such as, losing a family member, retirement, and stress from carers • Analyse the current psychological / spiritual needs of elderlies, in order to identify the present or potential psychological / spiritual problems • Identify the objectives of the care plans and set an order of priority according to how seriously the psychological/spiritual problems disturb them • Design a personalized care plan by means of: <ul style="list-style-type: none"> ○ Effective communication with elderlies' family ○ Encouraging elderlies to actively participate in the community and improve their quality of life, for example, joining activities in elderly centres and building a strong social network ○ Search for community resources that support elderlies' psychological health , for example, counselling centre, community leisure facilities, and elderly college

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	<ul style="list-style-type: none"> ○ Assist elderlies to build self-assurance and self-value, such as helping them actively participate in community affairs and volunteer work, or pursue continuous learning ○ Boost their independence and autonomy, such as being financially independent, and knowing the community resources available • Build effective communication channels and let the relevant staff, elderlies and their families understand the content of the care plan • Evaluate and assess the effectiveness of the care plan regularly, and make adjustment when needed • Document the formulated care plan and keep the records securely <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Build rapport with elderlies, show empathy and be objective • Respect elderlies' right of choice, formulate the corresponding personalized care plan, in order to meet the various psychological/spiritual needs of elderlies • Follow the Personal Data (Privacy) Ordinance when handling personal data
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess elderlies' needs in terms of emotions, thoughts, behaviours and lifestyle, and formulate a concrete, feasible psychological/spiritual care plan according to their psychological/spiritual conditions; and • Ability to evaluate the formulated psychological/spiritual care plan regularly, and make adjustment, in order to alleviate elderlies' negative emotions and enhance their psychological/spiritual health.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Provide Group Counselling
Code	106118L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care service to elderlies. This competency involves sophisticated thinking, and the ability to make choices and judgment. Employees are required to determine elderlies' psychological needs, analyse their backgrounds, in order to choose the psychological group counselling suitable for them, so as to enhance their psychological health.
Level	4
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on psychological group counselling</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the theories and skills for individual and family counselling • Understand the theories and modes of psychological group counselling • Understand the objectives and importance of psychological group counselling, including <ul style="list-style-type: none"> ○ Forge connection and mutual care between elderlies with similar background ○ Relieve negative emotions ○ Enhance psychological health, for example, ability to withstand adversities and positive thinking • Understand the knowledge and skills to lead a group in psychological counselling • Understand the relationship between physical illnesses and psychological distresses • Understand the relevant assessment tools and skills to analyse elderlies' psychological needs • Understand the community resources and assistive institutions that provide psychological counselling • Understand the skills to draft group proposal and evaluation report • Understand the methods to evaluate progress and effectiveness of group therapy and the skills to design such group therapy <p>2. Provide psychological group counselling</p> <p>Be able to</p> <ul style="list-style-type: none"> • Analyse elderlies' psychological needs, in order to set the objectives and direction of the group therapy, for example, <ul style="list-style-type: none"> ○ Manage the emotional distresses caused by physical pain or mutual influences from other elderlies ○ Assist elderlies to change their mood and face life positively ○ Manage the difficulties in adjusting to changes in life caused by retirement • Select the right target elderlies for the group by using effective and relevant assessment tools, such as <ul style="list-style-type: none"> ○ Geriatric Depression Scale (GDS) ○ Life Satisfaction Index (LSI) • Understand elderlies' psychological conditions by taking note of their responses during group counselling, including their level of participation, emotions, and interactions with others • Refer the cases to the appropriate services or contact relevant community resources according to elderlies' specific needs • Document information of the group counselling in elderlies' personal care plans

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• be aware of oneself; ensure that the progress of group counselling fulfils elderlies' needs• build rapport with elderlies, show empathy and be objective and respectful to elderlies• Follow the Personal Data (Privacy) Ordinance when handling personal data
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to provide elderlies with appropriate psychological group counselling or arrange such counselling for them, according to their psychological needs and backgrounds, in order to enhance their psychological health;• Ability to evaluate the effectiveness of group counselling for individual elderlies, and follow up the cases properly; and• Basic ability of self-awareness.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Assess Elderlies' Emotions and Suicidal ideation
Code	106119L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care services to elderlies. This Competency involves non-routine tasks that require sophisticated thinking and the ability to make judgment. Employees are required to assess the emotional conditions of elderlies according to relevant guidelines of the institution, and identify those with suicidal ideation, in order to prevent suicide.
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on elderlies' emotions and triggers of suicidal ideation</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant assessment mechanism and guideline of the institution regarding the prevention of suicide among elderlies • Understand the professional attitude and code of conduct required when assessing elderlies, such as <ul style="list-style-type: none"> ○ Treat each elderly as an independent individual; respect and accept their points of view; avoid blaming and criticizing ○ Act impartially ○ Ascertain the value of elderlies' life • Understand the skills to assess the factors that affect elderlies' emotions • Understand the skills to identify elderlies with suicidal ideation • Understand the skills to build trust with elderlies and their families <p>2. Assess elderlies' emotions and their suicidal ideation</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies following the assessment mechanism stipulated in relevant guideline of the institution, such as: <ul style="list-style-type: none"> ○ Choose relevant assessment tools, such as Geriatrics Depression Scale, Suicidal Risk Assessment Form etc. ○ Review counselling records, especially for those with personal or family history of suicide ○ Review medical records, especially for those with chronic diseases, depression, or other mental disorders ○ Refer the cases to relevant community services for assessment, such as Elderly Suicide Prevention Programme, Psychogeriatric Nursing Assessment Service, etc. ○ Interview with elderlies to obtain relevant information, for example, the planned suicide methods, planned date of suicidal act, time, location, reasons for not yet committing suicide, etc. • Identify elderlies with suicidal ideation and pay attention to the signs of suicide, including <ul style="list-style-type: none"> ○ Physical aspects: physical fatigue, significant change in appetite, and weight loss or gain ○ Emotional aspects: loss of interest in daily activities or hobbies, feeling helpless or hopeless ○ Cognitive aspects: forgetfulness, difficulty concentrating on daily tasks, or overly blaming themselves for trivial mistakes

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	<ul style="list-style-type: none"> ○ Behavioural aspects: psychomotor agitation and/ or retardation, no longer caring about physical appearance, giving away their favourite items • Establish trust and effective communications with elderlies and their families, to assess elderlies' conditions and act promptly • Document the assessment results and follow-up plan in elderlies' personal record <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • comply with the institution's code of suicide prevention when assessing elderlies • be objective and emotionally stable when assessing elderlies
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to analyse factors affecting elderlies' emotions, signs of suicide ideation according to the institution's code of suicide prevention for assessment elderlies; identify those with suicide thoughts and prevent them from committing suicide.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Assess Suspected Abuse Cases
Code	106120L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry working on cases. The usage of competency involves some non-routine work, thorough thinking and judgment. Practitioners would be able to assess suspected cases of abuse to prevent the elderly abuse according to relevant guidelines from the institution and their professional judgment.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on elderly abuse</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the institution's guidelines on preventing elderly abuse • Understand professional attitude and code of conduct when assessing suspected cases of abuse, such as: <ul style="list-style-type: none"> ○ Act impartially ○ Respect elderlies' autonomy; discuss with their families or guardians if the elderlies are intellectually or mentally impaired • Understand techniques to assess suspected cases of abuse • Understand relevant information on elderly abuse, such as <ul style="list-style-type: none"> ○ Definition of elderly abuse ○ Mode of elderly abuse, such as physical abuse, psychological abuse, sexual abuse, neglect, financial abuse and abandonment ○ Risk factors of elderly abuse ○ Signs of elderly abuse • Understand techniques to build a trustful relationship with elderlies and their families <p>2. Assess suspected cases of abuse</p> <p>Be able to</p> <ul style="list-style-type: none"> • Use different ways to assess elderlies according to guideline of the institution regarding preventing elderly abuse, such as: <ul style="list-style-type: none"> ○ Use relevant assessment tools, such as elderly depression scale, and suicidal risk assessment ○ Review counselling records to assess family backgrounds of elderlies ○ Review medical records to assess recent health conditions of elderlies and look for signs of abuse ○ Interview with elderlies regularly to assess their psychological, behavioural and personality changes ○ Contact families or carers of elderlies if needed to assess the current status of their family, their interactions with elderlies and stress from carers, etc. • Analyse elderlies' backgrounds to identify any major risk factors of abuse, such as: <ul style="list-style-type: none"> ○ Carers' situation, such as lack of support, overwhelming stress level, poor relationship with elderlies, alcohol or drug abuse, gambling addiction, or psychiatric illness ○ Family status, such as overcrowded living environment, habitual use of violence to solve problems ○ Financial status, such as poverty, unstable family income, or negative equity

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	<ul style="list-style-type: none"> ○ Elderlies' personality, such as, being overly dependent on others, unsociable, having narrow social circles, limited contact with the outside world • Approach healthcare professionals or other people having constant contact with elderlies if needed, such as doctors, nurses or neighbours, to understand elderlies' lives • Investigate the physical and psychological conditions of elderlies to identify any previous abuse and the modes of abuse, such as: <ul style="list-style-type: none"> ○ Physical abuse, such as multiple injuries with unidentifiable causes ○ Psychological abuse causing abnormal sleep patterns, fear or guilt ○ Sexual abuse that leads to elderlies' fear of taking a shower or bath, genital infections with unidentifiable causes ○ Neglect, such as elderlies constantly left starving, malnutrition, elderlies wearing tattered clothes, or presences of bed sores ○ Financial abuse such as taking possession of or transferring elderlies' money or property without elderlies' knowledge or consent, deduction of their living expenses, or loss of property with unknown causes ○ Abandonment such as leaving elderlies alone on the street for prolonged period of time, or leaving elderlies in hospital without any arrangement of discharge • Build trustful relationships and effective communication channels with elderlies, their families or carers, so as to help assess their needs • Document the assessment results in their personal record • If the incidence is suspected to be a case of abuse, promptly notify related department according to relevant guidelines of institution, as well as to notify police promptly if criminal acts are involved <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Follow guidelines of the institution regarding the prevention of elderly abuse when performing assessment
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to perform assessment on suspected cases of elderly abuse according to guidelines of the institution regarding prevention of elderly abuse; and • Ability to analyse the backgrounds, physical and psychological health of elderlies; to identify cases of abuse and follow up properly to reduce the chance of recurrence.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Provide Counselling for Elderlies
Code	106121L4
Range	This Unit of Competency is applicable to professional social workers or counsellors in the elderly care service industry who provide counselling services to elderlies. This unit of competency involves sophisticated thinking and the ability to make judgment. Practitioners are required to collect and analyse basic information of the elderlies; and assess their needs for counselling, in order to formulate counselling objectives and plans according to their needs, so that practitioners can solve problems with elderlies together.
Level	4
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant information on personal counselling for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the professional attitude and code of conduct required when providing counselling for elderlies, such as respecting their autonomy • Understand the theories, modes and techniques of individual and family counselling • Understand the steps to handle emergency cases and perform proper crisis intervention • Understand the community resources and partners of the institution that provide support to elderlies • Understand the techniques of writing counselling case report • Understand Personal Data (Privacy) Ordinance <p>2. Provide elderly counselling</p> <p>Be able to</p> <ul style="list-style-type: none"> • Collect information of elderlies such as finance, housing, family status; assess their counselling needs and analyse their difficulties • Precisely analyse the signs and causes of the problem; lay down counselling objectives and plans for each stage of the counselling with elderlies • Set counselling objectives with elderlies or their families according to their counselling needs, such as <ul style="list-style-type: none"> ○ To improve their ability to handle stress, emotions and relationships ○ To improve their ability to adapt to changes in environment ○ To improve physical and psychological health of elderlies ○ To improve their quality of life • Formulate personalized counselling plan for elderlies according to counselling objectives, such as <ul style="list-style-type: none"> ○ Change their points of view and attitudes towards life events through cognitive therapy, so as to improve their ability to handle stress and emotions ○ Change their habits via behavioural therapy to improve their quality of life • Use proper counselling techniques during provision of counselling, such as <ul style="list-style-type: none"> ○ Be proactive and listen to elderlies patiently ○ Observe non-verbal hints from elderlies ○ Understand feelings of elderlies with empathy and project own true feelings when appropriate • Review effectiveness and direction of counselling with elderlies regularly, as well as make adjustments or update methods or plans when appropriate • Handle elderlies' emotions and their needs for further referral properly when terminating cases

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	<ul style="list-style-type: none">• Document the content of counselling provided in elderlies' case records <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Possess acute self-awareness and use different counselling techniques effectively to assist elderlies• Show professional attitude and code of conduct during provision of counselling• Follow Personal Data (Privacy) Ordinance when handling personal information• Possess basic self-awareness and use 'ego' effectively to provide proper counselling for elderlies
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to set appropriate counselling objectives and plans according to elderlies' needs so as to assist them to solve problems; and• Ability to review the effectiveness of the counselling plan, follow up with the progress and decide on the time to terminate counselling properly.
Remark	

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Unit of Competency

Unit of Competency is applicable across different functional areas

Title	Provide Staff Training Plan on Psychological, Social and Spiritual Well-being
Code	106226L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who are responsible for staff training. This competency involves the ability of analysis and making judgment on information. Employees are required to analyse training needs of the existing staff in terms of professional knowledge and skills needed for the provision of psychological, social and spiritual care, and arrange staff training according to the institution / department's staff training policy, in order to enhance staff's professional performance.
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on staff training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand staff training policy and direction of the institution/department • Understand the objectives and importance of providing staff training plans, for example, <ul style="list-style-type: none"> ○ To improve the professional performance of staff in providing psychosocial and spiritual care ○ To enhance elderlies' psychosocial and spiritual health ○ To enhance the relationships between staff and elderlies / their families ○ To enhance the image of staff and the institution/department • Understand staff's training needs regarding the provision of psychosocial and spiritual care • Understand the knowledge and skills required for staff training on psychosocial and spiritual care <p>2. Provide staff training plan</p> <p>Be able to</p> <ul style="list-style-type: none"> • Determine staff's training needs and development direction by reviewing staff training records, comments from supervisors, staff meeting, consultation and communication with individual staff members • Formulate the training timetable and the order of priority for staff training according to the work schedule and deployment of the frontline staff • Prepare for staff training plan, including <ul style="list-style-type: none"> ○ Formulate detailed content of training, for example, knowledge on psychosocial and spiritual health of elderlies, skills and techniques to provide relevant services, and special points of note ○ Choose the appropriate training mode, for example, classroom lectures, workshops, and field work ○ Arrange professionals to be trainers, and seek help from relevant professional institutions to provide training • Monitor the implementation of relevant training programmes and evaluate its effectiveness by considering factors such as, <ul style="list-style-type: none"> ○ Staff attendance ○ Performance of trainers ○ Actual venue arrangement ○ Staff performance • Document the executed training programmes, including <ul style="list-style-type: none"> ○ Collect written or verbal feedbacks from staff and trainers

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Unit of Competency is applicable across different functional areas

	<ul style="list-style-type: none"> ○ Document the details and expense of activities etc. ○ File the record properly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure that the training content meets the practical needs; ensure training is useful in enhancing overall service quality
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to provide relevant training plans according to staff's training needs in terms of providing psychosocial and spiritual care, in order to enhance their care skills; and • Ability to monitor the execution of training process, accurately record it and file the document.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Design Guidelines to Prevent Elderlies from committing Suicide
Code	106122L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry in charge of formulating counselling service policies and risk management. This competency involves non-routine tasks, critical analysis and ability to reorganize relevant information. Employees are required to understand policies and direction of the institution on preventing suicides among elderlies, master information related to elderly suicides, analyse and integrate such information so as to formulate guidelines for preventing suicides among elderlies
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on preventing suicides among elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand institutions' vision regarding prevention of suicides among elderlies • Understand the latest solutions on preventing suicides among elderlies, their limitations and current scope of service • Understand the professional attitude and code of conduct required when preventing elderlies from committing suicide, such as <ul style="list-style-type: none"> ○ Strike a balance between the protection of elderlies' privacy and the need to communicate important issues with relevant staff ○ Respect and accept elderlies' core values and opinions; avoid blaming and criticizing ○ Recognize elderlies' value of existence ○ Care for elderlies proactively and pay attention to employees' own psychological stress caused by handling suicidal cases • Understand relevant information related suicides among elderlies and use it as reference when formulating guidelines, such as <ul style="list-style-type: none"> ○ Causes of suicides among elderlies ○ Methods of assessing suicidal risk ○ Assess triggers of suicidal plans among elderlies ○ Skills to lead elderlies in disclosing their suicidal plans ○ Relevant community resources ○ Notes on referring the cases to relevant professional institutions <p>2. Establish guidelines on preventing suicides among elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Establish an effective assessment system; identify elderlies with high suicidal risk early on; assist elderly and their families to seek help as soon as possible • Lay down relevant procedures on handling elderlies with high suicidal risk according to the staff members' positions and responsibilities, such as <ul style="list-style-type: none"> ○ Immediate reporting procedures when healthcare professionals or nursing staff observe any abnormal behaviour ○ Social workers may hold a case discussion meeting when needed, communicate closely with different professionals and elderlies' families, formulate plans and follow up with elderlies' emotional changes and their suicidal risk ○ Healthcare professionals should carefully manage and distribute medication to elderlies; ensure they receive proper medical treatment

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	<ul style="list-style-type: none"> Establish a concrete working plan for preventing suicides among elderlies and to inform staff and elderlies' families the ways to prevent suicide among elderlies, such as <ul style="list-style-type: none"> Differentiate different levels of risk factors Guide elderlies to reveal their suicidal plan Cooperate with the team to provide counselling for suicidal cases Handle suicidal behaviours and formulate risk management plan Provide training on the guidelines to prevent suicides among elderlies; ensure all staff members understand the aims and content of the guidelines, and their own duties under the guidelines; ensure they follow strictly Review content of the guidelines regularly and update them when necessary <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Recognize efforts made by elderlies; respect the value of life and their choices Assess and improve the handling mechanism properly according to changes in the society and elderlies' needs
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> Ability to establish a proper mechanism to prevent suicides among elderlies; review performance and effectiveness of the guidelines, and give advices for improvement.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Design Guidelines to Prevent Elderly Abuse
Code	106123L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry in charge of formulating case handling policies. This competency involves critical analysis and the ability to reorganize relevant information. Employees are required to understand institution's policies and directions regarding the prevention of suicides among elderlies, master relevant information on elderly abuse, analyse and integrate such information, so as to formulate guidelines to prevent elderly abuse
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant information on prevention of elderly abuse</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand policies, directions and limitations of the institution regarding prevention of suicides among elderlies, as well as current scope of service • Understand the professional attitude and code of conduct required to prevent elderly abuse, such as <ul style="list-style-type: none"> ○ Strike a balance between protection of elderlies' privacy and the need to communicate important issues with relevant staff ○ Adopt impartiality and neutral attitude • Understand relevant information on preventing elderly abuse and use it as reference when formulating guidelines to prevent elderly abuse, such as <ul style="list-style-type: none"> ○ Definition of elderly abuse ○ Mode of elderly abuse, such as physical abuse, psychological abuse, sexual abuse, neglect, financial abuse and abandonment ○ Risk factors of elderly abuse ○ Signs of elderly abuse ○ Rights of the victims ○ Relevant community resources ○ Relevant laws on elderly abuse <p>2. Formulate guidelines for preventing elderly abuse</p> <p>Be able to</p> <ul style="list-style-type: none"> • Establish an effective assessment system to identify suspected cases of elderly abuse • Establish relevant scope of work to handle suspected cases of elderly abuse for staff members of different positions: <ul style="list-style-type: none"> ○ Professional medical or nursing staff should pay attention to physical and psychological health of elderlies, watch out for any signs of abuse and report to supervisors when needed ○ Social workers will hold a case discussion meeting when needed; communicate closely with different professionals and elderlies' families; make plans to prevent elderly abuse and provide follow-up action ○ Healthcare professionals should perform health check to elderlies to ensure they are not injured due to abuse • Establish a concrete working plan to prevent elderly abuse, such as <ul style="list-style-type: none"> ○ Procedures to differentiate risk factors of elderly abuse ○ Ways to assess if there is elderly abuse ○ Mechanism to report suspected cases of elderly abuse

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	<ul style="list-style-type: none"> Establish guidelines on educational work that informs elderlies and their carers of different ways to prevent elderly abuse, such as <ul style="list-style-type: none"> Educate elderlies regarding their own rights so that they understand the definition of elderly abuse and gain knowledge on relevant community resources and laws, so as to enhance their ability to handle and react to life events Educate carers on how to handle stress, proper skills to take care of elderlies and how to observe their emotions Establish staff training programme so that staff members understand the content of guidelines and their duties under the guidelines. Document suspected cases of abuse properly and keep it safe, including assessment, results, prevention work and intervention Establish a mechanism to review the performance and effectiveness of the guidelines; improve and update them regularly. <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Review the guidelines on prevention of elderly abuse according to changes of the society and elderlies' needs; improve the guidelines when necessary
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> Ability to analyse and integrate relevant information on elderly abuse according to the institution's policy on prevention of elderly abuse; formulate simple and feasible guidelines for different staff members to follow.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Design Staff Training Plan on Psychosocial, Social and Spiritual Well-being
Code	106231L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry in charge of human resource and management. This competency involves critical analysis and the ability to re-organize relevant information. Employees are required to analyse deployable resources, identify staff's training needs, assess elderlies' psychological, social and spiritual needs, and formulate relevant staff training plan, in order to improve staff's knowledge and skills when providing corresponding services that help elderlies improve their psychological, social and spiritual health.
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant information on staff training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand relevant theories on human resource management • Understand resources available in the institution / department, including <ul style="list-style-type: none"> ○ Money ○ Time ○ Venue ○ Relevant professional knowledge and skills • Understand staff's training needs in terms of knowledge and techniques for those providing psychological, social and spiritual health services • Understand the ways to collect relevant information needed for training, such as: <ul style="list-style-type: none"> ○ Assessment of staff's performance ○ Feedback from staff ○ Feedback from elderlies and their families <p>2. Formulate staff training programme</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess staff's knowledge on psychological, social and spiritual health when formulate training programme so as to choose an appropriate mode of training • Analyse staff's level of competence regarding the provision of psychological, social and spiritual health services, in order to determine the training modules needed, target trainees and the order of priority. • Ask different professionals to be trainers, such as social workers and clinical psychologists when designing staff training programs, so that staff can learn relevant knowledge and techniques from different perspectives • Assess effectiveness of staff training to ensure staff can acquire expected knowledge and techniques, to be used as a benchmark for similar training in future • When the training is over, devise an effective system to document the training programme in details, and store it safely for review and follow-up action in future • Devise a system to review staff training programme, so as to ensure the training is effective and the goals are achieved • Keep in touch with relevant training / educational institutes and government departments to cultivate close connections and cooperative relationships <p>3. Exhibit professionalism</p>

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Unit of Competency is applicable across different functional areas

	<p>Be able to</p> <ul style="list-style-type: none">• Ensure the training programme effectively helps improve service quality and work performance of staff• Encourage staff to sign up for training, so as to improve their level of competence and overall service quality of the institution
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to formulate staff training programme according to staff's training needs in terms of psychological, social and spiritual health service;• Ability to provide training on useful, updated knowledge and skills, so as to enhance staff performance and service quality; and• Ability to review and assess the effectiveness of the training programme regularly and advise on how to improve it.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Implement and comply with elderlies' Advance Directives
Code	106124L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care services to elderlies in residential homes. This competency involves routine works and the ability to make judgment. Employees are required to execute and follow the living wills and advance directives of elderlies in the end-of-life stage, according to the procedures prescribed by the institution, so as to protect their autonomy on end-of-life decisions.
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on advance directives</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the procedures of the institution regarding executing elderlies' advance directives • Understand the importance of executing and following advance directives to elderlies and their families, including <ul style="list-style-type: none"> ○ Allow elderlies to have final say in end-of-life decisions ○ Allow their families to understand elderlies' preferences, so as to prevent their families from stressing out or having fights because of different opinions when medical decisions have to be made • Understand the content and power of advance directives, including <ul style="list-style-type: none"> ○ When writing the directives, consult the doctor-in-charge to make sure the elderlies are in sound mental state fit for making decisions ○ The advance directives should be signed by two persons over 18, who bear no beneficial relationships with the elderlies, one of whom being a doctor • Understand when to execute advance directives, including <ul style="list-style-type: none"> ○ Terminal illness ○ An irreversible comatose state ○ A continuing vegetative state • Understand the skills required to communicate with elderlies and their families <p>2. Execute and follow elderlies' advance directives</p> <p>Be able to</p> <ul style="list-style-type: none"> • Consult doctor and determine whether elderlies are in proper condition for the execution of advance directives • Inform the families of the elderlies, ensure that they understand what condition the elderlies are in and that the advance directives will soon be executed • Explain to their families the purpose of advance directives and elderlies' preferences • According to relevant procedures of the institution and elderlies' advance directives, clearly explain their content to staff members and ensure the relevant arrangements are executed, including <ul style="list-style-type: none"> ○ End-of-life medical preferences: refusing life-sustaining treatment, refusing specific unwanted treatments, or only accepting palliative treatment ○ Preferred end-of-life location: If elderlies pass away in the residential home, a quiet room should be arranged as far as possible ○ Preferred end-of-life companions: such as family, friends or specified staff members of the residential home

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	<ul style="list-style-type: none"> • If there is a disagreement between elderlies and their families, the case can be referred to relevant hospitals or ethic council • If elderlies' advance directives are vague or unclear, none of the directives should be executed <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Respect elderlies' preferences, follow elderlies' advance directives, and clearly understand the legal requirements
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to make arrangements for elderlies in their end-of-life stage, according to the relevant procedures and legal requirements of the institution, and their advance directives, in order to fulfil their wishes and let them have final say in end-of-life decisions.
Remark	Source of relevant information: Introduction of the Concept of Advance Directives in Hong Kong .

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Unit of Competency

Functional Area - Psychosocial & Spiritual Care

Title	Design End-of-life Care Plan
Code	106125L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry in charge of counselling service management. This competency involves the ability of critical analysis and assessment. Employees are required to communicate with other professionals, assess the body condition of elderly patients, understand their wishes and preference, and formulate an end-of-life care plan, in order to maintain their dignity in the final stage of their life .
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on end-of-life care plan</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the objectives and importance of end-of-life care plan • Understand the suitable target service users of end-of-life care plan, for example, <ul style="list-style-type: none"> ○ Elderlies with end stage cancer ○ Elderlies with organ failure ○ Elderlies with late stage cognitive impairment etc. • Understand the procedures of formulating an end-of-life care plan • Understand how well the elderlies know about an end-of-life care plan • Understand the needs of end-of-life care among elderlies • Understand the management and arrangement of various issues after elderlies pass away • Understand the relevant regulations and clinical guidelines on end-of-life care • Understand the skills required to work with other professionals • Understand the skills to build rapport with elderlies and their families <p>2. Formulate end-of-life care plan</p> <p>Be able to</p> <ul style="list-style-type: none"> • Instil the objectives and importance of end-of-life care plan on elderlies, and let them to make appropriate decisions, including <ul style="list-style-type: none"> ○ Express their wishes and preference to live their final stage of life with dignity ○ Let their families understand their wishes, so as to minimize the sense of helplessness felt by the families and to prevent differences in opinions among family members ○ Contact relevant professionals, such as medical doctors, in order to assess accurately elderlies' body condition and whether they are able to express their wishes regarding end-of-life issues • Communicate well with elderlies and their families, and determine their needs and wishes regarding the last stage of their life, for example, <ul style="list-style-type: none"> ○ Spending their last moments of life in a familiar environment, and in the company and care of family or any nursing staff that they are close to ○ Refusing unnecessary or invasive resuscitation, passing away in peace ○ Allow elderlies to express the management and arrangement of issues after they pass away • Be mindful of elderlies' spiritual needs and allow them to express their wishes to relevant staff and healthcare professionals

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	<ul style="list-style-type: none">Document the care plan properly so that the relevant staff can collaborate and make proper arrangement; adjust the content of care plan following elderlies' wishes and preferences <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">Make sure elderlies' autonomy and right of choice are respected when formulating the planMake sure relevant legal requirements are fulfilled when formulating the plan
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">Ability to understand elderlies' wishes and needs regarding their end-of-life care; andAbility to formulate end-of-life care plans, according to elderlies' wishes and regulations of law, while maintaining their dignity in the final stage of their life.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Assess Effectiveness of End-of-life Care Plan
Code	106126L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who are responsible casework in residential homes. This competency involves the ability of critical analysis and assessment. Employees are required to assess the effectiveness of end-of-life care plans according to the individual objectives and content of such plans, using various methods, identify any room for improvement, and use them as reference for formulation of similar care plans in future.
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on assessing the effectiveness of end-of-life care plans</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the information, knowledge and skills needed to draft end-of-life care plans • Understand the factors that may influence the effectiveness of end-of-life care plans, such as, <ul style="list-style-type: none"> ○ How cooperative are elderlies' families ○ Support from the institution / department • Understand the skills to use various assessment methods, for example, <ul style="list-style-type: none"> ○ Attending case conference ○ Interviewing with elderlies, their families and their carers ○ Reviewing documents ○ Reading medical reports • Understand the skills to build rapport with elderlies and their families <p>2. Assess the effectiveness of end-of-life care plans</p> <p>Be able to</p> <ul style="list-style-type: none"> • Set effectiveness markers according to the individual objectives of each end-of-life care plan, including qualitative markers and quantitative markers • Collect data of effectiveness markers from elderlies, their families and relevant staff members via various channels, for example, <ul style="list-style-type: none"> ○ Questionnaires ○ Interviews ○ Case conferences • Analyse all data of effectiveness markers, understand the factors affecting the effectiveness of the plan, so as to assess the effectiveness of the plan • Document the effectiveness assessment results, identify the needs for improvement and use them as reference for formulation of end-of-life care plans in future <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Set a standard to measure the effectiveness of end-of-life care plans objectively
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to assess, using various methods, the effectiveness of end-of-life care plans with respect to the plan's individual objectives and content; to identify the needs for

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	improvement according to the assessment results; use them as a reference for formulation of similar plans in future.
Remark	

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Title	Provide Grief Counselling
Code	106127L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide counselling services. This competency involves the ability of critical analysis, assessment and integration of information from various sources. Employees are required to integrate the background information of a case, identify which stage of grief and the psychological conditions mourners are in, so as to analyse their needs for counselling, formulate the objectives of grief counselling, design a counselling plan, reduce the psychological maladjustment among mourners, and assist them to adapt and face the change in life .
Level	5
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on grief counselling</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the objectives and importance of grief counselling, including <ul style="list-style-type: none"> ○ Assist mourners to grieve for their loved ones, reduce their psychological maladjustment and enhance their recovery in psychological health ○ Assist mourners to resume normal life, adapt and face the change in life • Understand the normal grieving responses, the process in each stage of grief and how to cope in each stage • Understand the legal issues concerning legacy management • Understand the knowledge and skills to provide grief counselling • Understand the skills to set the objectives of grief counselling and formulate a plan • Understand the community resources providing support for those in grief • Understand the skills to drafting a counselling case • Understand the Personal Data (Privacy) Ordinance <p>2. Provide grief counselling</p> <p>Be able to</p> <ul style="list-style-type: none"> • Integrate the background information of mourners, in order to assess the overall situation at that point of time, including <ul style="list-style-type: none"> ○ Stages of grief: Shock, denial, anger, guilt, depression, acceptance ○ Grief reactions in various aspects <ul style="list-style-type: none"> ▪ Physical aspect: Fatigue, poor appetite, difficulty breathing ▪ Emotional aspect: guilt, irritability, fear, hopelessness ▪ Cognitive aspect: difficulty concentrating, forgetfulness, illusion or hallucination ▪ Behavioural aspect: persistent tearfulness, restlessness, loss of motivation ▪ Social aspect: isolation, over-dependence, breaking off social contacts ○ Psychological condition and behaviour of excessive grief, such as <ul style="list-style-type: none"> ▪ Contradictory feelings during funeral ▪ Intentional avoidance of thoughts, people, events and objects that are associated with the deceased ▪ Contradictory feelings during festive seasons ▪ Excessive denial ▪ Extreme desperation ▪ Grief suppression

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	<ul style="list-style-type: none"> ▪ Delayed grief reaction • Analyse mourners' need for counselling according to the overall situation, so as to set counselling objectives and formulate a personalized grief counselling plan, such as <ul style="list-style-type: none"> ○ Let mourners understand how their loss influences them and their family, so as to encourage them to face the reality. For example, arrange their family members to update each other's life and discuss their feelings about the mourners' latest status ○ Let mourners understand the common grief responses and normalize their behaviour, so that they won't feel lonely. For example, help them sign up for grief counselling group, so that they can share their feelings with others with similar experiences ○ Help mourners express their emotions, guide them to reveal their thought and feeling towards the deceased. For example, organize a memorial service • use appropriate counselling skills to provide grief counselling, for example, <ul style="list-style-type: none"> ○ Actively listen, be open-minded, guide the mourners to express their inner feelings ○ Use body language appropriately to comfort the mourners, for example, gently tap on their shoulder etc. ○ Show empathy when appropriate, so that the mourners feel understood, while strengthening the bonding between the counsellor and the mourners • Conduct evaluation on counselling plan and self-evaluation to ensure that the plan is effectively implemented and the objectives are achieved • Document details of counselling plan in the elderly's case file after grief counselling is provided every time <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide grief counselling with professional attitude, adhering to relevant code of conduct • Follow the Personal Data (Privacy) Ordinance when managing personal data
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to set appropriate objectives and formulate a grief counselling plan according to mourners needs, in order to assist them to adjust psychologically, adapting and facing the change in life.
Remark	

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Title	Provide Life-Death Education to Elderlies
Code	106128L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry handling casework. This competency involves the ability of critical analysis, assessment and integration of information from various sources. Employees are required to integrate elderlies' needs for life-death education with relevant information on such education, and provide them with appropriate information, so as to encourage elderlies to face life and death from a positive perspective.
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on life-death education</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the objectives of life-death education and its importance to elderlies, including <ul style="list-style-type: none"> ○ Review and assure them the meaning of their own life ○ Enhance their knowledge on after-death arrangement ○ Build a positive attitude towards death • Understand the relevant skills to provide life-death education, including <ul style="list-style-type: none"> ○ Assist elderlies to review different stages of their life ○ Assist elderlies to sort out their values in life • Understand the relevant knowledge on life-death education, including <ul style="list-style-type: none"> ○ Writing a will ○ Planning their estate ○ After-death arrangement, for example, <ul style="list-style-type: none"> ▪ Make a death registration ▪ Management of body of the deceased ▪ Funeral services ○ Relevant ordinance and legal procedures ○ Views on life and death in various cultures and religions • Understand the skills to assess elderlies' needs for life-death education • Understand the skills to manage elderlies' emotions triggered by the life-death education • Understand relevant community resources available and procedures to apply for such resources <p>2. Provide elderlies with life-death education</p> <p>Be able to</p> <ul style="list-style-type: none"> • Get to know how well the elderlies know about life and death by talking to them or asking them to fill out a questionnaire, so as to analyse their needs for life-death education, for example <ul style="list-style-type: none"> ○ Level of understanding of life-death education ○ Level of acceptance of life-death education ○ Expectations on its content and format ○ How ready they are to share their wishes with their families • Design the content and format of life-death education according to elderlies' needs, for example <ul style="list-style-type: none"> ○ Life review support group ○ After-death planning seminar

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	<ul style="list-style-type: none"> ○ A trip to watch a burial ceremony at sea ○ Join a camp where elderlies and their families spend time together • Contact relevant professional institutions which help provide the latest relevant information to elderlies • Closely monitor the process of the entire activity, pay attention to the emotional status of elderlies and handle appropriately • Arrange sufficient and appropriate manpower, for example, deploy trained workers on life-death education to manage elderlies' emotions • Conduct follow-up work after life-death education, for example, <ul style="list-style-type: none"> ○ Collect elderlies' opinions on the activity, conduct evaluation and make improvement ○ Arrange individual counselling or make referral to relevant community support service for elderlies <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Respect the autonomy of elderlies when providing life-death education • Respect the views on life and death in various cultures and religions
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to analyse elderlies' needs for life-death education; provide them with appropriate life-death education, and assist them to face life and death positively; and • Ability to arrange appropriate follow-up actions or make referrals according to the needs of individual elderlies.
Remark	

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Title	Provide Life-Death Education to Elderlies' families
Code	106129L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry handling casework. This competency involves the ability of critical analysis, assessment and integration of information from various sources. Employees are required to integrate needs for life-death education of elderlies' families and relevant information on life-death education, provide the appropriate education to elderlies' families, and help them take care of elderlies in the final stage of their life.
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on life-death education</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the objectives of life-death education and its importance to the elderlies' families, including <ul style="list-style-type: none"> ○ Help elderlies' review their life and recognize the value of their life ○ Enhance the knowledge of elderlies' families on after-death arrangements ○ Instil a positive attitude towards death ○ Support the psychological and practical needs of elderlies' families as they face elderlies' end of life • Understand the relevant skills to provide life-death education, including <ul style="list-style-type: none"> ○ Assist elderlies to review different stages of their life ○ Assist elderlies to sort out their values in life • Understand the relevant knowledge on life-death education, including <ul style="list-style-type: none"> ○ Writing a will ○ Planning their estate ○ After-death arrangements, for example, <ul style="list-style-type: none"> ▪ Make a death registration ▪ Management of body of the deceased ▪ Funeral services ○ Relevant ordinance and legal procedures ○ Views on life and death in various cultures and religions • Understand the skills to build rapport with elderlies' families • Understand the skills to assess the needs of elderlies' families in terms of life-death education • Understand relevant community resources and the procedures to apply for such resources <p>2. Provide life-death education to elderlies' families</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide relevant services according to the different needs of elderlies' families in terms of life-death education, including <ul style="list-style-type: none"> ○ Provide relevant useful information in early stage of life-death education, for example, how to write a will, organ donation, after-death arrangements and legal procedures. ○ Arrange elderlies' families to site visit or to get in touch with post-mortem service providers for practical experiences, so that they understand the actual process of application, fees and how to arrange such services.

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	<ul style="list-style-type: none"> ○ Allow elderlies' families to share their feelings, organize sharing groups to let them express their views towards the loss of their loved one and voice out the support they need ○ Provide relevant service information, and refer elderlies' families to relevant community support service, such as approaching volunteers to accompany elderlies' families to handle after-death arrangements • Teach the elderlies' families relevant skills to discuss life and death issues and after-death planning with elderlies, for example <ul style="list-style-type: none"> ○ The procedures/skills to start such conversations with elderlies <ul style="list-style-type: none"> ▪ Find the right timing, for example, when celebrities, friends or relatives pass away ▪ Find the right target family members to join such conversation, for example, those who are more open to discuss death ▪ Share positive attitude towards death, and explicitly state that such conversation should not be avoided ▪ Discuss and plan after-death arrangements with elderlies ○ Handle elderlies who avoid the conversation properly <ul style="list-style-type: none"> ▪ Tell elderlies that you enjoy spending time with them so that they feel respected ▪ Care about their body condition, help elderlies understand their own health condition realistically ▪ Share your own view towards death and explain why everyone needs to confront death with a positive attitude ▪ Respect elderlies' opinions, listen patiently and try to understand the reason why they avoid the conversation and why they feel worried. ○ How to plan after-death arrangements for elderlies <ul style="list-style-type: none"> ▪ Catch up with the latest information regarding after-death issues ▪ organize the memorial service according to elderlies' religious belief and within elderlies' financial means ▪ Experience the expected after-death services with elderlies, for example, shopping for a coffin, and decide between burial and cremation ▪ Plan the number of friends and families attending the funeral; and pick an appropriate venue <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Build rapport with elderlies' families and show empathy when providing life-death education • Respect the view on life and death in various cultures and religions
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to understand the needs of elderlies' families in terms of life-death education, provide appropriate life-death education service; and • Ability to teach elderlies' families the knowledge and skills for after-death arrangements, prepare them psychologically for elderlies' death, and plan the after-death arrangements with elderlies.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Teach Families to provide end-of-life Care to Elderlies
Code	106130L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide counselling and nursing care services. This competency involves the ability of critical analysis and assessment. Employees are required to assess the ability of elderlies' families to provide end-of-life care to elderlies, and teach them according to elderlies' needs, so as to help elderlies and their families be more prepared psychologically for death.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on providing end-of-life care for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand elderlies' physical and psychological nursing needs towards the end of their life • Understand the psychological status of their families when facing elderlies' end of life • Understand the skills for assessing families' ability to provide nursing care, by judging: <ul style="list-style-type: none"> ○ Their age ○ Their physical condition ○ Their psychological status, such as, their relationship with elderlies ○ Families' expectation towards providing end-of-life care to elderlies ○ Level of support from other family members, relatives and friends • Understand the skills to teach elderlies' families to provide end-of-life care • Understand relevant resources available in the community <p>2. Teach families to provide end-of-life care to elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Identify the objectives and focus of training according to the needs of both the end-of-life elderlies and their families • Teach families the appropriate care skills according to the physical and psychological nursing needs of elderlies, for example, <ul style="list-style-type: none"> ○ Use inflated mattress and sitting cushions to alleviate pressure sore and pain ○ Consider using a wheelchair if elderlies' lower limbs show bilateral weakness, or if they feel fatigue easily ○ Acquire the skills to alleviate pain ○ Arrange families and friends visit elderlies so that they feel loved, while reducing the anxiety of separation and a sense of abandonment ○ Provide religious support, for example, chaplain visit, Buddhism worship, or a meeting with a priest, so as to offer spiritual comfort to elderlies ○ Instil an open attitude among elderlies' families, so that they are likely to share own thoughts and plans frankly with elderlies, in order to reduce elderlies' anxiety about their families' life after their death ○ Discuss death, final wishes, and end-of-life planning with elderlies; always respect their preferences, so as to reduce their anxiety and stress towards death • Care for the psychological status and emotional needs of families; provide support when they provide end-of-life care to elderlies, so as to ease their stress • Observe how well their families take care of end-of-life elderlies, and provide appropriate guidance when needed

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Build rapport with elderlies and their families, show empathy, and respect the wishes of elderlies and their families
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to assess the ability of their families to provide nursing care according to elderlies' needs towards their end of life, and provide appropriate guidance to their families; and• Ability to observe how well their families take care of end-of-life elderlies, and provide follow-up actions and make referral when appropriate.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Teach Carers to take care of elderlies' Physical, Psychological and Social Needs
Code	106131L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide support services to carers of elderlies. This competency involves the ability of analysis and making judgment. Employees are required to provide carers with detailed information on elderly care and relevant skills, according to elderlies' physical, psychological and social needs, and the knowledge and ability of their carers to provide nursing care, so as to improve their abilities to cater to elderlies' physical, psychological and social needs.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on giving guidance to carers regarding taking care of elderlies' physical, psychological and social needs</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Understand elderlies' living condition and factors that affect such condition • Understand the skills to analyse elderlies' physical, psychological and social needs • Understand the methods and skills to assess carers' knowledge and their ability to provide nursing care • Understand resources available to carers; understand basic medical knowledge, contact relevant professional institutions/agencies when needed, to seek further guidance • Understand resources available to carers in the community <p>2. Give guidance to carers regarding taking care of elderlies' physical, psychological and social needs</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Identify the direction of guidance according to the needs of both the elderlies and their carers • Master the key focusses when providing guidance, including <ul style="list-style-type: none"> ○ Motivate carers to learn, let them understand the importance of elderlies' physical and psychological and social health ○ Use various guiding methods, for example, lecture, demonstration, discussion, role play and providing printed notes according to carers' ability; provide clues and lead the carers to take care of and meet elderlies' physical and psychosocial needs ○ Recap the key points and ensure carers understand thoroughly • Review how well the training material works in real life regularly with carers, and make appropriate adjustment when needed • Make good use of resources available to carers in the community for further guidance and additional services <p>3. Exhibit professionalism</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Provide appropriate guidance and teach carers patiently; improve their abilities to take care of elderlies' physical, psychological and social needs effectively
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is:

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	<ul style="list-style-type: none">• Ability to assess elderlies' physical, psychological and social needs, provide concrete and feasible guidance to carers, boost their ability to provide nursing care, in order to promote elderlies' physical and psychosocial health.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Teach carers to take care of elderlies' dietary needs
Code	106132L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide support services to carers of elderlies. This competency involves the ability of analysis, making judgment and assessment. Employees are required to assess elderlies' needs to control their diet and other special dietary needs, and give carers guidance to provide elderlies with appropriate, healthy and nutritious diet.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on diet and nutrition for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the principles of healthy diet, for example, <ul style="list-style-type: none"> ○ Food pyramid ○ '3 low 1 high' rule (low oil, low sugar, low salt, high fibre) ○ Healthy food choices, for example, healthy cake and snacks • Understand the appropriate methods of choosing, storing and processing food • Understand elderlies' health condition and corresponding special dietary needs, for example, <ul style="list-style-type: none"> ○ Food to avoid for elderlies with gout or diabetes ○ Food for those with swallowing difficulty or oral problem ○ Understand various food textures and how to use thickener ○ Understand the assessment of elderlies' nutritional status and procedures to make referrals ○ Knowledge on nutrient supplements and their uses • Understand the methods and skills to assess carers' knowledge and their ability to take care of elderlies • Understand the other resources for elderly care in the community <p>2. Teach carers to take care of elderlies' dietary needs</p> <p>Be able to</p> <ul style="list-style-type: none"> • Formulate the direction of dietary care with carers according to elderlies' dietary needs • Master the key focusses when providing guidance, including <ul style="list-style-type: none"> ○ Motivate carers to learn and understand the benefits and importance of healthy diet to elderlies ○ Use various methods to deliver information (such as, lecture, discussion, demonstration, group sharing, exchanging ideas with other carers and providing healthy recipes) according to carers' ability; provide clues and guidance to carers so that they can take care of and meet elderlies' special dietary needs ○ Recap key points of the training and ensure carers understand them thoroughly. • Make referral when needed, contact relevant professional medical institutions/agencies for further guidance • Evaluate how well the training content can be applied in real life regularly with carers, and make appropriate adjustment when needed <p>3. Exhibit professionalism</p> <p>Be able to</p>

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	<ul style="list-style-type: none">• Provide appropriate guidance and teach carers patiently, so as to improve effectively their ability to take care of elderlies' dietary needs
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to assess elderlies' special dietary needs according to their health conditions, provide concrete and feasible guidance to carers, boost their ability and confidence to provide elderlies with healthy diet, as well as improve elderlies' nutritional status.
Remark	

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Title	Teach carers to provide Basic Care to Elderlies
Code	106133L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide support services to carers of elderlies. This competency involves the ability of analysis, making judgment and assessment. Employees are required to assess carers' educational needs in terms of providing basic elderly care, and give guidance carers to provide safe and effective basic home care to elderlies.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on basic elderly care and skills for giving guidance to carers</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Understand the knowledge and skills of basic elderly care • Understand the methods and skills to assess carers' educational needs in terms of providing basic care • Understand carers' sources of stress, such as worrying about elderlies' deteriorating health condition • Understand other resources of elderly care in the community <p>2. Teach carers to perform basic elderly care</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Set the educational direction with carers according to elderlies' need for basic care • Master the key points in providing guidance, including <ul style="list-style-type: none"> ○ Motivate carers to learn, and understand the importance of basic care to elderlies ○ Use different methods to convey the information (such as lecture, discussion, demonstration, practising, exchange of ideas with other carers or healthcare professionals) according to carers' ability, teach carers the procedures to perform basic care and any specific issues that need attention ○ Recap key points of the training and ensure carers understand them thoroughly • Assess the stress experienced by carers in terms of taking care of elderlies, and their ability to provide basic care • Make referrals when needed, contact relevant professional medical institutions/agencies for further support and guidance • Assess carers' performance in acquiring basic care skills, ensuring that the carers clearly understand and can master the content and skills of basic care • Evaluate how well the training material works in real life regularly with carers, and make appropriate adjustment when needed <p>3. Exhibit professionalism</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Provide appropriate guidance and teach carers patiently, improve effectively their ability and confidence to provide basic elderly care
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is:

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	<ul style="list-style-type: none">Ability to assess elderlies' needs for basic care according to their conditions; provide concrete and feasible guidance to carers; boost their ability and confidence to provide basic elderly care, as well as improve elderlies' health condition.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Teach carers to provide Rehabilitation Care to Elderlies
Code	106134L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide specialized rehabilitation training. Employees are required to teach carers to provide elderlies with appropriate rehabilitation care in a home environment, according to their physical and psychosocial rehabilitation needs, and assess carers' educational needs in terms of providing rehabilitation care to elderlies, so as to make sure elderlies receive appropriate rehabilitation care.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on elderly rehabilitation care and skills to teach carers</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the aims of elderly rehabilitation care and its importance • Understand the knowledge and skills required to provide elderly rehabilitation care, such as home exercise training, rehabilitation therapy, speech therapy, cognitive training and arranging social activities • Understand the methods and skills to assess carers' educational need in terms of providing rehabilitation care • Understand carers' sources of stress and how to assess them, for example, excessive worry about elderlies' performance in rehabilitation training, or equating elderlies' progress in rehabilitation training as their own personal achievements • Understand the other resources for elderly care in the community <p>2. Teach carers to perform elderly rehabilitation care</p> <p>Be able to</p> <ul style="list-style-type: none"> • Set the educational direction with carers according to elderlies' body condition • Master the key points when providing guidance, including <ul style="list-style-type: none"> ○ Motivate carers to learn and understand that appropriate rehabilitation care can improve elderlies' body condition and slow down the way their bodily functions deteriorate ○ Use different methods to convey the information, (such as lectures, discussion, distributing written notes, demonstration, practising, exchanging ideas with other carers or healthcare professionals) according to carers' ability ○ Teach caregivers the procedures to perform rehabilitation care and stress the issues that need extra attention ○ Practise and highlight the key points of the training ○ Assess carers' performance, and correct their mistakes • Ensure carers clearly understand the content and skills to provide rehabilitation care, and how they can be applied • Evaluate how well the training material works in real life regularly with carers, and make appropriate adjustments when needed • If a carer can no longer provide rehabilitation care, or his/her performance does not meet the minimum acceptable standard, discuss with the carer whether to continue with the training/guidance or not, or refer the elderly to professional rehabilitation care services • Make good use of other elderly care resources, or make referral to relevant professional medical institutions/agencies for further guidance or services for carers

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Provide appropriate guidance and teach carers patiently, effectively improve their ability and confidence in performing elderly rehabilitation care
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to assess elderlies' rehabilitation needs, provide concrete and feasible guidance to carers, boost their ability and confidence to provide elderlies with rehabilitation care, as well as improve elderlies' physical condition
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Assist Carers to Cope With Physical Degeneration of Elderlies
Code	106135L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide counselling or case management services. This competency involves the ability of analysis and making judgment. Employees are required to build a trustful relationship with carers, assess and analyse the stress and issues carers may encounter due to elderlies' bodily degeneration, so as to provide the appropriate emotional support.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on elderlies' bodily degeneration and provision of assistance to carers</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the possible psychological responses of carers when facing elderlies' bodily degeneration, such as denial, anger, bargaining, and depression • Understand the various methods to relieve pressure, such as building a social support network, eating a healthy diet, exercising regularly and making good use of various resources for elderly care • Understand the skills to build a trustful relationship with carers • Understand the knowledge and skills to provide emotional support and counselling • Understand the other resources for elderly care in the community <p>2. Assist carers to face elderlies' bodily degeneration</p> <p>Be able to</p> <ul style="list-style-type: none"> • Acquire good social and communication skills; build trustful relationship with carers, such as expressing concern or paying regular visits to them, listen attentively and show empathy • Help carers come to terms with elderlies' bodily degeneration <ul style="list-style-type: none"> ○ Help carers accept that bodily degeneration is a normal ageing process that happens naturally to every elderly ○ Help carers understand their own situation, such as stress level, emotional distress and changes in their daily life due to taking care of elderlies ○ Provide counselling to help carers express inner fear and worries ○ Devise a feasible elderly care plan together with carers according to the status and wishes of both the carers and elderlies, such as re-assignment of care chores among family members; hiring domestic helper for care chores; apply for or move elderlies to residential care home; or consider hospice service ○ Assist carers and family members to make decision, and help them put that decision into action, in order to meet elderlies' nursing care needs; propose an action plan that is acceptable to carers ○ Evaluate the implementation of elderly care plan regularly with carers, and make adjustments when needed ○ Make good use of other elderly care resources, or contact relevant professional medical institutions/agencies to provide the support needed to caregiver <p>3. Exhibit professionalism</p> <p>Be able to</p>

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Functional Area - Psychosocial & Spiritual Care

	<ul style="list-style-type: none">• Show empathy when providing counselling to carers, build a trustful relationship with carers effectively, respect and accept that each family with elderly care needs is unique and different
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to assess and analyse the mental stress and difficulties faced by carers due to elderlies' bodily degeneration; and• Ability to formulate and implement the elderly care plan together with the carers, so that they can adapt to the changes brought along by elderlies' bodily degeneration.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Design the Support Plan for the Caregiver
Code	106136L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide support services to elderlies' carers. This competency involves assessing the physical, psychological, social and spiritual needs of carers, formulating corresponding support plan based on their conditions, providing support service by means of cooperation across different disciplines and departments, in order to boost carers' ability to provide elderly car and enhance their physical and mental well-being.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on carer support plan</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Understand the bodily condition of elderlies and factors that affect such conditions • Understand carers' current physical, psychological, social and spiritual conditions and the services they need • Understand the methods and skills to assess carers' knowledge and their ability to take care of elderlies • Understand the content and purpose of support procedures, such as building supportive relationships; assess, plan, execute and evaluate carers' needs for support • Understand the community resources that provide support to elderlies and carers • Understand the method to formulate carer support plans <p>2. Formulate caregiver support plan</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Assess accurately the bodily conditions of both elderlies and their carers and factors that affect such conditions, when formulating carer support plans, in order to analyse carers' current needs in physical, psychological, social and spiritual terms, such as <ul style="list-style-type: none"> ○ relationship between elderlies and carers ○ Living environment ○ Support system ○ Financial and mental health statuses • Build supportive relationships with carers, formulate corresponding personalized plans • Determine an order of priority in the support plan according to how seriously a problem disturbs the carers' life and carers' personal wishes. • Contact various professional teams (such as psychiatrists, occupational therapists and nurses) and resources that provide elderly care in the community (such as elderly vacation facilities, and community support service), in order to execute the relevant support plan • Evaluate and assess the effectiveness of support plan regularly, and make adjustments <p>3. Exhibit professionalism</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Follow the Personal Data (Privacy) Ordinance when handling personal data. • Show empathy to elderlies, and stay objective at the same time • Respect the right of choice of elderlies and carers

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Functional Area - Psychosocial & Spiritual Care

Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to assess carers' needs, according to their physical and mental status, and formulate a concrete and feasible carer support plan with them; and• Ability to evaluate the support plan regularly and make adjustments, in order to boost carers' ability and maintain their physical and mental well-being.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Teach Carers to provide Emergency Care to Elderlies
Code	106137L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry responsible for emergency care training. This competency involves assessing elderlies' needs for emergency care, and assessing carers' educational needs and ability to provide emergency care to elderlies, giving guidance to carers regarding immediate management, in order to protect elderlies' life.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on emergency care for elderlies and the skills to give guidance to carers</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Understand the knowledge and skills required to provide immediate management to elderlies under various common emergency situations, such as identifying the signs and symptoms of stroke and sudden cardiac arrest. • Understand the ways to assess carers' educational needs in terms of emergency care and ways to offer guidance • Understand carers' sources of stress and how to assess them, such as inability to stay calm after a sudden incidence • Understand the knowledge and skills for self-relief of stress after managing emergency incidence • Understand other resources that provide elderly care in the community <p>2. Teach carers to perform emergency care for elderlies</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Set a direction and learning goals with the carers according to elderlies' potential risks; systematically offer carers with guidance regarding the proper ways to react and handle emergency situations • Master the key points when providing guidance, including <ul style="list-style-type: none"> ○ Motivate carers to learn, for example, proper care helps reduce elderlies' risk of suffering from certain health conditions ○ Teach carers about signs and symptoms that imply elderlies might be in emergency conditions ○ Use different methods to convey the information, for example, lecture, discussion, demonstration, practising, exchange of ideas with other carers or healthcare professionals, according to carers' ability ○ Teach carers ways to manage emotion under emergency conditions and the proper way to offer immediate management ○ Recap key points of the training • Ensure carers understand of the content and skills of covered in the training • Encourage carers to take first aid courses held by various institutions if they are interested • Make good use of elderly care resources, or contact relevant professional medical institutions/agencies for further guidance or services for the carers <p>3. Exhibit professionalism</p> <p style="padding-left: 40px;">Be able to</p>

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Functional Area - Psychosocial & Spiritual Care

	<ul style="list-style-type: none">• Provide appropriate guidance and teach carers patiently, effectively improve their ability and confidence when performing emergency care for elderlies
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to assess elderlies' emergency care needs according to their potential risks; provide concrete and feasible guidance to carers; boost their ability and confidence when providing immediate care under emergency circumstances.
Remark	

Specification of Competency Standards
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Unit of Competency

Functional Area - Psychosocial & Spiritual Care

Title	Provide Counselling for the Carers and elderlies' families
Code	106138L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide counselling services. This competency involves the ability of critical analysis and assessment. Employees are required to assess and analyse the conflicts and emotional distresses between carers and elderlies' families because of the provision of nursing care to elderlies, provide appropriate counselling to carers to help them achieve a balanced state of mind, and handle the emotional distresses such as conflicts, pressure and grief between carers and elderlies' families, so as to seek the correct ways to cope .
Level	5
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on counselling for carers and elderlies' families</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Understand the stress and dilemma experienced by carers because of taking care of elderlies • Understand the conflict, stress and grief between carers and elderlies' families • Understand the various tools to assess carers' stress and emotional distress • Understand various effective coping strategies, for example, using resources that provide elderly care, effective time management and holding family meetings • Understand the knowledge and skills to offer emotional support and counselling • Understand other resources for elderly care in the community <p>2. Provide counselling for carer and relatives</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Build mutual trust with carers, show respect, acceptance and empathy towards carers • Use relevant ways to provide counselling for carers and elderlies' families, including <ul style="list-style-type: none"> ○ Assess the emotional and psychological condition of carers ○ Assist carers to understand their own situation, including their personal needs and aims, any profound emotional changes, healthy ways to cope with stresses, and ways to make them more resilient amid adversity ○ Provide guidance the carers and elderlies' families for them to analyse the causes and influences of problems ○ Look for a feasible plan for the current situation, for example, holding family meeting with other relatives and family members, re-assign responsibilities to take care of elderlies, or re-adjust their personal aims and expectation ○ Assist carers and relatives to pick one out of the proposed solutions, in order to solve the current problem • Monitor and evaluate the counselling process; observe the interaction between carers and elderlies' families, and adjust the counselling methods when needed • Assess the effectiveness of counselling proposal, and carers' ability to continuously provide elderly care. Formulate the counselling proposal again if needed • Make good use of other resources for elderly care, or contact relevant professional medical institutions/agencies to provide necessary support to carers and elderlies' families <p>3. Exhibit professionalism</p>

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Functional Area - Psychosocial & Spiritual Care

	<p>Be able to</p> <ul style="list-style-type: none">• Build trust with carers and elderlies' families, assist them to understand their situation and to look for a feasible plan, aiming to solve the current problem.
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to assess and analyse the frustration experienced by carers, assist them to understand their situation through counselling; and• Ability to formulate an effective coping strategy together with the carers and elderlies' families, overcome the difficulties they face, evaluate how well the plan is implemented, and make improvement accordingly.
Remark	

Specification of Competency Standards
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Unit of Competency

Functional Area - Psychosocial & Spiritual Care

Title	Teach Carers to provide special care to Elderlies
Code	106139L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry responsible for special care training. This competency involves the ability of critical analysis and assessment. Employees are required to assess carers' educational need to provide special care to elderlies, offer guidance to carers to provide appropriate care in home environment safely and effectively according to the special care condition of elderlies, so as to ensure elderlies receive the best care.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on special care for elderlies and skills to offer guidance to carers</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the knowledge and skills to provide special care for elderlies, for example , pressure sore management, nasogastric tube feeding, how to change nasogastric tube and urinary catheter, cleaning wound, stoma care and conducting peritoneal dialysis • Understand simple human anatomy and basic sport science • Understand the ways to assess carers' educational needs, and methods and skills for carers to learn special care • Understand carers' sources of stress and ways to assess their stress level, such as feeling anxious because they haven't mastered the special care skills on their own • Understand other resources for elderly care in the community <p>2. Teach carers to perform special care for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Set a learning direction together with carers according to elderlies' care needs, provide guidance systematically and clearly according to carers' learning ability • Master the key points when offering guidance, including <ul style="list-style-type: none"> ○ Motivate carers to learn and provide an objective for care provision, for example, understand how appropriate pressure sore care can help the wound heal ○ Use different methods to convey the information, (for example, lecture, discussion, demonstration, practising, exchange of ideas with other carers or healthcare professionals) according to carers' ability ○ Teach carers the procedures to perform special care and specify issues that need special attention ○ Practise and recap key points in the training session ○ Teach them how to monitor the condition of elderlies; when elderlies show abnormal or deteriorating condition, inform relevant staff immediately to make sure immediate management is performed • Ensure carers understand clearly the training content and skills therein, and how they can be used when performing special care • Evaluate how well the training material works in real life regularly with carers, and make appropriate adjustments when needed • Assess continuously carers' ability to provide nursing care; make referrals to community nurse if they come across any difficulty, in order to ensure that elderlies receive appropriate care • Make good use of elderly care resources, or contact relevant professional medical institutions/agencies for further guidance or services to carers

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Functional Area - Psychosocial & Spiritual Care

	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Provide appropriate guidance and teach carers patiently, effectively improve their ability and confidence to provide special care to elderlies
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to assess elderlies' special care needs according to their conditions; provide concrete and feasible guidance to carers; boost their ability and confidence to provide elderlies with special care, as well as improve the health condition of elderlies.
Remark	

Specification of Competency Standards
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Unit of Competency

Unit of Competency is applicable across different functional areas

Title	Provide Comfortable Environment
Code	106204L1
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide care services to elderlies. This competency involves tasks in a routine, familiar, day-to-day working environment. Employees are required to tidy up environment and facilities within the institution; ensure the provision of a comfortable environment, and make sure elderlies' autonomy, privacy, and rights of decision are well respected.
Level	1
Credit	1 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on comfortable and safe environment for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the procedures and guidelines of the institution regarding tidying up the environment and facilities • Understand what makes an environment comfortable for elderlies, including: <ul style="list-style-type: none"> ○ having private space ○ Safe environment without obstacles ○ Warm feeling ○ No limitation in activities ○ Privacy is protected and respected ○ Safe from being harassed etc. <p>2. Provide comfortable environment</p> <p>Be able to</p> <ul style="list-style-type: none"> • Tidy up the environment and facilities according to relevant procedures and guidelines of the institution, not only paying attention to comfort, but also minimizing safety risks to elderlies, for example, <ul style="list-style-type: none"> ○ Clean the place daily, keep the place clean and never make the floor wet ○ Remove obstacles, clutter or electrical wires from passages to keep them clear ○ Place furniture in appropriate positions and try not to restrict movement around the room ○ Keep the decorations simple, use soft material when possible ○ Ensure good ventilation, wash and clean the air conditioning system regularly ○ Provide sufficient lighting ○ Provide private spots to store personal items ○ Put up larger signs, so that elderlies can easily read them • Create warm and harmonious atmosphere in the environment, so that elderlies feel calm and safe, such as: <ul style="list-style-type: none"> ○ Act friendly ○ Allow elderlies to use their personal items ○ Encourage elderlies to express their opinions and personal feelings ○ Actively show care to elderlies ○ Provide outstanding care service ○ Avoid inappropriate behaviours, including harassment or neglect ○ Respect and protect personal privacy, including personal data and personal belongings • Fix broken or loosen parts of the building or facilities immediately, or report to the supervisor, in order to arrange repair and follow-up action

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Unit of Competency

Unit of Competency is applicable across different functional areas

	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Protect and respect the personal privacy of elderlies, respect their autonomy and make them feel safe and calm in the environment
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to tidy up the environment and facilities according to relevant procedures and guidelines of the institution; create a warm and harmonious atmosphere and provide a comfortable environment to elderlies.
Remark	<p>Follow Chapter 7, 14 and 15 of the Code of Practice of Residential Care Homes for the Elderly by the Social Welfare department.</p>

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Functional Area - Psychosocial & Spiritual Care

Title	Encourage elderlies to partake in Meaningful Activities
Code	106140L2
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide services. This competency involves the ability to make judgment. Employees are required to build trustful relationship with elderlies, encourage them to take part in meaningful activities and provide such opportunities, assist them to stay in touch with the society and build a healthy social support network.
Level	2
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on meaningful activities for elderlies</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Understand various types of meaningful activities, such as volunteering service, elderly development, social and entertainment activities • Understand possible physical, mental and social changes elderlies may experience as they age • Understand the positive ways to face ageing, such as building a social support network, eating a healthy diet and exercising regularly, and making good use of elderly care resources in the community • Understand the basic knowledge and skills to provide emotional support, for example, active listening and showing empathy • Understand the reasons why elderlies are unwilling to take part in meaningful activities, for example, feeling uncomfortable around strangers, or suffering from poor mobility • Understand the information of elderly activities in the community, for example, institutions and venues hosting events, and various community support <p>2. Encourage elderlies to partake in meaningful activities</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Take the initiative to care for and connect with elderlies, invite them to participate in suitable activities • Create opportunities for elderlies to partake in activities, boosting their sense of involvement • Invite individual elderlies to take part in the preparatory work, recognizing their personal talent, such as asking elderlies to volunteer in organizing birthday parties in the institution, inviting those who can speak eloquently to be the masters of ceremony, inviting elderlies to sing and celebrate, and sending blessings to those having their birthdays • Establish a close relationship with elderlies by galvanizing volunteers to provide them with actual help, such as cleaning their house or help them with grocery shopping, then ask the volunteers to invite elderlies to partake in activities in the company of the volunteers. • Assist elderlies to organize special activities and groups, for example, <ul style="list-style-type: none"> ○ For elderlies who feel uneasy around strangers, organize family activities for them so that they can spend time with their families ○ For elderlies with mobility problems, arrange escort services for them ○ Organize orientation activities regularly; encourag members to invite friends to sign up and enjoy the services offered by the institution together

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Functional Area - Psychosocial & Spiritual Care

	<ul style="list-style-type: none">Establish a friendly relationship with elderlies by galvanizing volunteers to provide them with actual help, such as cleaning their house or help them with grocery shopping, then ask the volunteers to invite elderlies to partake in activities in the company of the volunteers. <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">Actively encourage elderlies to participate in the activities, and respect their right of decision
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">Ability to encourage elderlies to take part in meaningful activities with various methods and skills, and provide them with such opportunities, assist them to keep in touch with the society and build a healthy social support network.
Remark	

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Functional Area - Psychosocial & Spiritual Care

Title	Provide Care for elderlies' Activities of Daily Living (ADLs)
Code	106141L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide daily care to elderlies. This competency involves the ability to make judgment. Employees are required to provide care for elderlies' activities of daily living (ADLs) using proper skills, according to their ADLs assessment by healthcare professionals and the care they need, in order to assist them to maintain basic living condition.
Level	3
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on care for Activities of Daily Living (ADLs) of elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the range of Activities of Daily Living (ADLs), for example, <ul style="list-style-type: none"> ○ Brushing teeth and washing face ○ Showering ○ Dressing and undressing ○ Eating ○ Transferring between bed and chair ○ Urinary and faecal continence ○ Walking and ambulating ○ Walking up and down the stairs • Understand the working procedures to provide care for Activities of Daily Living (ADLs) of elderlies and issues that need extra attention • Understand the health condition, level of mobility and Activities of Daily Living (ADLs) of elderlies <p>2. Provide care for Activities of Daily Living (ADLs) of elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide appropriate care to elderlies according to recommendations from healthcare professionals based on assessment result of elderlies' Activities of Daily Living (ADLs), following the working procedures and points to note of each care item, such as, <ul style="list-style-type: none"> ○ Prepare clothing, towel, shower gel and assistive devices before shower ○ Assist elderlies to safely enter shower stall or bath tub ○ When assisting elderlies to get changed, give them verbal instructions or provide operative assistance ○ Take safety precautions, use shower chair, anti-slippery mat and handrails ○ Correctly support and walk with elderlies to the washroom ○ Correctly use appropriate assistive devices, such as walking aid, walking frame or wheelchair to assist elderlies to walk or move around • Encourage and assist elderlies to perform Activities of Daily Living (ADLs) by themselves according to their abilities; let them aptly use their abilities, and avoid dependence on others • Build rapport with elderlies and keep in touch with them, take initiative to understand their needs and wishes • Ask elderlies for opinions after providing care, for example ask whether they are in a comfortable posture after transferring them to bed • Document the date, time and procedures of the care provided for follow-up action in future

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Functional Area - Psychosocial & Spiritual Care

	<ul style="list-style-type: none">• Report to healthcare professionals when noticing an obvious change in elderlies' ability <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Always put elderlies' safety in the first place when helping them perform Activities of Daily Living (ADLs)• Maintain good communication with elderlies, understand their wishes, preferences and feeling, respect their autonomy• Allow elderlies to perform ADLs themselves as much as possible so as to avoid instilling a habit of overdependence
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to perform relevant procedures according to elderlies' needs of Activities of Daily Living (ADLs) and the recommendations from healthcare professionals; provide appropriate care for elderlies' Activities of Daily Living (ADLs)
Remark	

Specification of Competency Standards
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Functional Area - Psychosocial & Spiritual Care

Title	Provide Care for elderlies' Instrumental Activities of Daily Living (IADLs)
Code	106142L3
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide daily care to elderlies. This competency involves the ability to make judgment. Employees are required to provide care for elderlies' instrumental activities of daily Living (IADLs) with proper skills, according to IADLs assessment by healthcare professionals and recommended care, in order to assist them to improve their quality of life .
Level	3
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on care for Instrumental Activities of Daily Living (IADLs) of elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the range of Instrumental Activities of Daily Living (IADLs), for example, <ul style="list-style-type: none"> ○ Shopping ○ Use public transport when going out ○ Cooking ○ Do housework ○ Wash clothes ○ Use telephone ○ Take medication ○ Handling money matters. • Understand the working procedures to provide care for Instrumental Activities of Daily Living (IADLs) of elderlies, and the issues that need extra attention • Understand the health condition, level of mobility and Instrumental Activities of Daily Living (IADLs) of elderlies <p>2. Provide care for Instrumental Activities of Daily Living (IADLs) of elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide care to elderlies according to the recommendations from healthcare professionals based on their result of Instrumental Activities of Daily Living (IADLs) assessment, following the working procedures and points to note of each care item, for example, <ul style="list-style-type: none"> ○ Accompany and assist elderlies to shop, write a shopping list and plan the route with elderlies before heading out to avoid going back and forth and wasting time ○ Teach elderlies to check if there is any item in the pockets before doing laundry; ensure they are empty; sort the clothes and wash according to information on washing labels ○ Give guidance to elderlies for them to sort medication and remind them to take drugs according to instructions ○ Assist elderlies to prepare ingredients for cooking, and allow them to cook ○ Remind elderlies to store medication systematically following the instruction to avoid misuse • Encourage and assist elderlies to perform Instrumental Activities of Daily Living (IADLs) by themselves according to their abilities, so that they can put their abilities to use and to avoid instilling a habit of dependence • Keep in touch with elderlies, take initiative to understand their wishes, for example, <ul style="list-style-type: none"> ○ Allow elderlies to choose the ingredients they want and cook them the way they prefer

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Functional Area - Psychosocial & Spiritual Care

	<ul style="list-style-type: none"> ○ Let them choose the means of transportation when going out • Ask elderlies for opinions after providing care, such as asking how the food tastes • Document the date, time and procedures of the care provided for follow-up action in future • Report to healthcare professionals when noticing an obvious change in elderlies' ability <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Always put elderlies' safety in the first place when helping them perform Instrumental Activities of Daily Living (IADLs) • Maintain good communication with elderlies when providing assistance, understand their wishes and feelings, respect their autonomy • Respect the differences in personal habits, and not to force elderlies to change their daily life routines that do not constitute safety concern
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to perform relevant procedures according to elderlies' needs of Instrumental Activities of Daily Living (IADLs) and the recommendation from healthcare professionals; provide appropriate care for elderlies' Instrumental Activities of Daily Living (IADLs).
Remark	

Specification of Competency Standards
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Functional Area - Psychosocial & Spiritual Care

Title	Provide Maintenance and Improvement on home environment
Code	106143L4
Range	This Unit of Competency is applicable to employees in the elderly care service industry who are responsible for following up with improvement and maintenance of elderlies' home environment. This competency involves the ability of analysis and making judgment. Employees are required to assess the risks in elderlies' home environment, apply for subsidies on elderlies' behalf to purchase or replace essential home fixtures and furnishings, perform small-scale home repair or improvement work in their residences, so as to reduce the existing or potential risks in elderlies' home and ensure their safety.
Level	4
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on maintenance and improvement of elderlies' home environment</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the common potential risks in elderlies' home environment • Understand projects that involve purchase, replacement and repair of home fixtures and other home improvement projects • Understand institutions that provide subsidies to elderlies for such purposes, the ways to apply for subsidies and other details, such as criteria for eligibility, and what kinds of works are covered. • Understand resources that provide elderly care and contact relevant medical organizations/agencies for additional support when necessary, for example, contact occupational therapists for further assessment etc. <p>2. Provide environmental warranty and enhancement</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess elderlies' home environment and financial status; determine whether they need assistance to apply for subsidies • Determine an order of priority for follow-up actions according to how risky their home environment is, and how urgent their needs are • Negotiate with elderlies and implement the home maintenance and improvement projects • Provide quotations for items that are purchased, replaced, repaired or improved in such projects • Apply for subsidies from relevant institutions • Follow up with the approval process • Coordinate the project; monitor the progress and quality of works, ensure that the project is completed safely within a reasonable time period • Submit report according to the requirement of subsidizing institutions <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Analyse how urgent elderlies' needs are regarding maintaining and improving their home environment; set an order of priority of handling their cases with professional and impartial standing.

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Functional Area - Psychosocial & Spiritual Care

Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Assess and analyse the current potential risks in elderlies' home environment, discuss with elderlies and implement maintenance and improvement projects for their homes; and• Complete the home maintenance or improvement project safely within a reasonable time period, apply for subsidies on elderlies' behalf, coordinate and monitor the project, so as to ensure elderlies' safety and their comfort at home
Remark	

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Functional Area - Management

Title	Perform Daily Hygiene
Code	106144L1
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for cleaning work. This competency should be performed under supervision. Employees are required to perform daily cleaning procedures and chores according to relevant guidelines of the institution, in order to ensure environmental cleanliness and hygiene .
Level	1
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Basic knowledge on cleanliness and environmental hygiene</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the guidelines of the institution regarding cleanliness and hygiene • Understand knowledge on personal cleanliness and hygiene, for example, correct way to wash hands, and prevention of infectious diseases • Understand the scope of daily cleaning and their procedures and the areas that need to cover <p>2. Perform daily cleaning under supervision</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform daily cleaning according to relevant guidelines of the institution, ensure environmental cleanliness and hygiene, including: <ul style="list-style-type: none"> ○ Dust the place and clear garbage daily ○ Ensure rubbish bin is clean and well maintained ○ Handle special wastes properly (such as medical waste) ○ Keep the floor, stairs and walls clean and dry at all times ○ Clean ventilation system, ensure the unit provides sufficient fresh air ○ Check the ventilation system and clean it regularly, including air conditioners, air pipes, air outlets and air filters ○ Clean furniture and lighting fixtures regularly ○ Wash and sterilize various types of clothing ○ Keep the drains clear • Maintain personal hygiene, including: <ul style="list-style-type: none"> ○ Wash hands correctly ○ Proper donning and doffing of personal protective equipment, such as surgical masks, goggles/face shield, hat • Maintain respiratory hygiene / cough etiquette • Use cleaning tools correctly, in order to achieve the best cleaning results • Take proper precautions when handling dangerous cleansing agents according to relevant guidelines and procedures • Keep the food and utensils clean, for example, • Understand food hygiene (including storage and processing) • Understand the cleaning methods of various types of equipment and tools • Understand how to use disinfectants properly, such as bleach and antiseptics • Understand law and guidelines relevant to cleaning tasks, such as: <ul style="list-style-type: none"> ○ Occupational Safety and Health Ordinance ○ Food Safety Ordinance ○ Proper storage, transport and processing, and expiration dates of raw and cooked food

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Functional Area - Management

	<ul style="list-style-type: none">○ Wear mask and gloves when processing food○ Maintaining hygiene of equipment and tools• Pay attention to cleanliness of daily environment, report to supervisor at once when there is serious hygienic problem <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Strictly follow the institution's guideline regarding cleaning and hygiene• Understand the importance of environmental cleanliness and hygiene to elderlies
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to perform daily cleaning chores as prescribed by the institution under supervision; and• Ability to maintain cleanliness and hygiene of the environment and food, provide a clean and safe environment for elderlies
Remark	

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Functional Area - Management

Title	Implement Guidelines on Work Safety
Code	106145L1
Range	This Unit of Competency is applicable to employees in the elderly care service industry who provide services. Employees are required to use safety measures of the institution under supervision, so as to reduce the risk of injury and protect personal work safety.
Level	1
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on work safety</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the guideline of the institution regarding occupational safety and health • Understand the basic knowledge and applications of occupational safety and health, such as: <ul style="list-style-type: none"> ○ Areas covered, including office, kitchen, field work location ○ Correct way of using electronic devices and kitchenware ○ Operational procedures for heavy manual work ○ First aid equipment and supplies ○ Correct ways to use assistive devices • Understand standards set by regulatory bodies, and the relevant laws on occupational safety and work health, such as: <ul style="list-style-type: none"> ○ Service Quality Standards (SQSs) and Criteria ○ Occupational Safety and Health Ordinance ○ Occupational Safety and Health (Display Screen Equipment) Regulation <p>2. Implement guidelines on work safety</p> <p>Be able to</p> <ul style="list-style-type: none"> • Work according to the guidelines of the institution regarding work safety, such as: <ul style="list-style-type: none"> ○ Start and end work hours according to agreed work arrangement in times of typhoon and rainstorm ○ Assess the risks of heavy manual work, maintain correct posture as required, use appropriate tools and seek assistance when necessary ○ Handle dangerous goods according to prescribed procedures, such as diluting bleach ○ Use electronic devices and kitchenware properly ○ Use assistive devices appropriately ○ Follow traffic regulations when providing escort or transfer services • Report to supervisor immediately if employees are injured during work, explain how serious the injury is and its cause, so that proper medical assistance can be arranged • Report to supervisor if employees observe any potential risks and danger in the workplace, so that follow-up actions can be taken. <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Strictly follow the guidelines of the institution regarding work safety
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is:

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	<ul style="list-style-type: none">• Ability to work according to the guideline of the institution regarding work safety, in order to protect personal work safety
Remark	

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Unit of Competency

Functional Area - Management

Title	Perform shift handover
Code	106146L2
Range	This unit of competency is applicable to the employees in the elderly care service industry who provide frontline services. This competency involves tasks in a familiar, day-to-day, organized working environment. Employees are required to record the actual events occurred in the workplace during their shift, according to prescribed procedures of the institution, in order to ensure smooth shift handover and smooth operation of the institution.
Level	2
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on shift handover</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the aims and importance of shift handover, such as: <ul style="list-style-type: none"> ◦ Update the latest information and case progress of elderlies ◦ Update the latest information of institution and department • Understand the procedures of shift handover • Understand elderlies' conditions and recent changes, such as: <ul style="list-style-type: none"> ◦ Physical discomfort ◦ Crisis encountered due to changes in personal life, for example, deterioration of relationship with neighbours/co-residents/relatives, quarrel or conflict • Understand the reporting skills <p>2. Perform shift handover</p> <p>Be able to</p> <ul style="list-style-type: none"> • Identify elderlies' abnormal conditions and inform the staff in the next shift about such care arrangements, ensure care service is provided smoothly without disruptions • Report honestly and focus on special points when doing shift handover, such as: <ul style="list-style-type: none"> ◦ Elderlies' conditions ◦ Sudden / unexpected events, such as fall and fight with co-residents ◦ Upcoming events and their arrangements • Any event that disrupts services, such as power failure, electrical appliances being out of order • Document the time and content of shift handover in the end-of-shift report • Staff members absent on a certain day should review the end-of-shift report as soon as possible, so as to avoid missing important information that may be crucial to the service quality <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Clearly report the important points to note when performing shift handover and work with colleagues of the next shift as a team
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to report honestly to colleagues of the next shift work that is performed and key points to note, according to the procedures of the institution regarding shift handover, covering the events occurred during your shift, so as to ensure the smooth shift handover; document the content in the end-of-shift report.

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Functional Area - Management

Remark	
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Specification of Competency Standards
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Unit of Competency is applicable across different functional areas

Title	Comply with Ordinances and Codes of Practice
Code	106217L2
Range	This unit of competency is applicable to all employees in the elderly care service industry. This competency requires compliance with the relevant laws in elderly care service industry and guidelines laid down by the institution when performing their daily tasks, in order to protect the interest of the institution.
Level	2
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Understand the laws relevant to elderly care service industry and relevant guidelines of the institution</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the background of institution • Understand the ordinances and regulations in Hong Kong relevant to elderly care service, such as: <ul style="list-style-type: none"> ○ Service Quality Standards (SQSs) and Criteria ○ Residential Care Homes (Elderly Persons) Ordinance ○ Residential Care Homes (Elderly Persons) Regulation ○ Code of Practice for Residential Care Homes (Elderly Persons) ○ Employment Ordinance ○ Mandatory Prevenient Fund Scheme Ordinance ○ Personal Data (Privacy) Ordinance ○ Disability Discrimination Ordinance ○ Prevent and Control of Disease Ordinance ○ Waste Disposal Ordinance ○ Minimum Wage Ordinance ○ Mental Health Ordinance ○ Occupational Safety and Health Ordinance ○ Prevention of Bribery Ordinance • Understand the guidelines laid down by the institution, such as: <ul style="list-style-type: none"> ○ Guidelines on daily operation ○ Code of practice for staff ○ Procedures of handling complaints ○ Guideline on environmental safety <p>2. Comply with the relevant ordinances and guidelines</p> <p>Be able to</p> <ul style="list-style-type: none"> • Comply with the ordinances relevant to elderly care service and guidelines of institution when performing daily routine work <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the importance of running the institution legally, and how that influences its services
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is:

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Unit of Competency is applicable across different functional areas

	<ul style="list-style-type: none">• Ability to understand and comply with the ordinances relevant to the elderly care service industry and guidelines of institution when performing daily routine work, in order to protect the interest of institution and its service users.
Remark	

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Unit of Competency

Functional Area - Management

Title	Manage Medical Records of Elderlies
Code	106147L3
Range	This unit of competency is applicable to employees in the elderly care service industry who provide nursing, rehabilitation and administrative services. This competency involves the ability to make judgment. Employees are required to store and sort elderlies' medical records according to the procedures of the institution, so as to ensure all records are complete and kept confidential, protecting elderlies' personal privacy.
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on elderlies' medical records and data management</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand different types of elderlies' medical records, such as: <ul style="list-style-type: none"> ○ Drug records ○ Resident nursing records ○ Hospital discharge records ○ Records of medical history ○ Referral letters ○ Medical Examination Forms for Residents in Residential Care Homes for the Elderly (Code of Practice for Residential Care homes (Elderly Persons) Annex 11.5) ○ Letter of follow-up medical appointments. • Understand the guidelines and procedures of the institution regarding data management • Understand the Personal Data (Privacy) Ordinance • Understand the service quality standards set by regulatory authorities • Understand personal health and medical record template for elderlies as issued by the Department of Health • Understand the basic knowledge on collection, storage, access and destruction of data <p>2. Manage medical records for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Classify and sort medical records according to the procedures laid down by the institution • Store medical records in a safe place, such as a locked cabinet, ensuring that only authorized personnel have access to a key • Educate staff about the importance of privacy and confidentiality • Monitor how elderlies' medical records are managed by staff • Explain to elderlies and their families the requirement, mechanisms and their rights regarding data privacy • Seek elderlies' consent before asking for their medical records or providing such records to others • In case of emergency, provide medical records directly to relevant medical institution <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Strictly follow the procedures of the institution regarding medical record management • Respect and protect the personal privacy of elderlies

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Functional Area - Management

Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to manage elderlies' medical records properly according to the procedures of the institution and relevant laws; and• Ability to ensure elderlies' medical records are kept confidential, and protect their privacy.
Remark	

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Functional Area - Management

Title	Manage the Personal Data of Elderlies
Code	106148L3
Range	This unit of competency is applicable to employees in the elderly care service industry who provide nursing, rehabilitation and administrative services. This competency involves the ability to make judgment. Employees are required to collect and store elderlies' personal data, according to relevant procedures prescribed by the institution, to ensure that all data are kept confidential, so as to respect the personal privacy of elderlies.
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on management of elderlies' personal data</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand different types of elderlies' personal data, such as: <ul style="list-style-type: none"> ○ Identification proof ○ Medical records ○ Marriage status ○ Family status ○ Financial status ○ Contact details of their families ○ Drug records ○ Nursing records. • Understand personal health and medical record template for elderlies, as issued by the Department of Health • Understand the procedures of the institution regarding data management • Understand the Personal Data (Privacy) Ordinance • Understand relevant service quality standards set by regulatory authorities • Understand the basic knowledge on collection, storage, access and destruction of data <p>2. Manage personal data for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Store personal data appropriately according to the procedures laid down by the institution • Classify and sort medical records according to the procedures prescribed by the institution <ul style="list-style-type: none"> ○ Store medical records in a safe place, such as a locked cabinet ○ Ensure the personal privacy is protected; only authorized personnel have access to the key; avoid abuse or stealing of personal data • Educate staff about the importance of privacy • Monitor how staff manage medical records • Collect only necessary and reasonable personal data from elderlies, and seek their consent beforehand • Obtain the consent from elderlies before sending out their personal data to others • Explain to elderlies and their families the requirement, mechanisms and their rights on privacy <p>3. Exhibit professionalism</p> <p>Be able to</p>

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Functional Area - Management

	<ul style="list-style-type: none">• Strictly follow the procedures prescribed by the institution regarding elderlies' personal data management• Respect and protect the personal privacy of elderlies
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to store elderlies' personal data appropriately according to the procedures prescribed by the institution; and• Ability to ensure elderlies' personal data are kept confidential, and protect their privacy.
Remark	Refer to code of practice for residential care homes for elderly Annex 8.10 by Social Welfare Department.

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Functional Area - Management

Title	Handle Staff Information and Records
Code	106149L3
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of human resource-related tasks. This competency involves the ability to make judgment. Employees are required to handle staff information and records according to the procedures prescribed by the institution and relevant legal requirements, in order to protect the rights and fulfil the responsibilities of both the employers and employees.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on handling staff information and records</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand different information covered in staff records, such as: <ul style="list-style-type: none"> ○ Personal data ○ Employment contract ○ Proof of professional qualifications and academic qualifications ○ Training records ○ Health report, record of sick leaves, and other medical compensation records ○ Documents related to disciplinary procedures ○ Assessment report on work performance • Understand the laws relevant to handling and storing of staff records <ul style="list-style-type: none"> ○ Employment Ordinance ○ Mandatory Provident Fund Schemes Ordinance ○ Inland Revenue Ordinance ○ Personal Data (Privacy) Ordinance • Understand the procedures of the institution regarding data management • Understand the standards on service quality set by regulatory bodies • Understand the basic knowledge on information collection, storage, access and destruction procedures <p>2. Handle staff information and records</p> <p>Be able to</p> <ul style="list-style-type: none"> • Properly handle (including storing and destroying) current and former staff records based on relevant laws and procedures prescribed by the institution, such as: <ul style="list-style-type: none"> ○ Personal data ○ Employment contract ○ Payroll record ○ Monthly payment advice ○ Employment records ○ Salary paid by cash ○ Staff subsidy ○ MPF contributions from employer and employees • Ensure the information are handled according to the Personal Data (Privacy) Ordinance, such as <ul style="list-style-type: none"> ○ Principle of information protection ○ Proper use, distribution and transfer of information ○ Security and deletion of information ○ Declaration of collection of personal information

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Functional Area - Management

	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Strictly comply with the code of practice regarding human resource management as stipulated by the Personal Data (Privacy) Ordinance
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to understand relevant laws regarding handling staff information and records; and• Ability to handle staff information and records properly in daily management tasks to protect the benefits of both employers and employees.
Remark	<p>Refer to Code of Practice for Residential Care Homes (Elderly Persons) Annex 3.2/8.2/8.3/8.4 by the Social Welfare Department.</p>

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Functional Area - Management

Title	Implement Guidelines on Environmental Safety (Service Units)
Code	106150L3
Range	This unit of competency is applicable to employees in the elderly care service industry who manage the environment of the institution. This competency involves the ability to make judgment. Employees are required to take relevant safety measures according to environmental safety guidelines and procedures of the institution, so as to provide elderlies, employees and visitors with a safe environment.
Level	3
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on environmental safety</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand guidelines on environmental safety of the institution and take relevant measures or procedures, such as: <ul style="list-style-type: none"> ○ Keep elderlies' activity areas, office, kitchen and common areas clean and hygienic ○ procedures to use and maintain fire safety equipment ○ Deployment of staff work and arrangement for elderlies activity in times of typhoon or rain ○ Occupational health measures ○ Infection control procedures ○ Regulatory procedures for drugs ○ procedures for handling and storing dangerous goods ○ Check first aid equipment ○ Guidelines on outdoor work and activities ○ Methods to handle accidents, injuries, or emergencies • Understand relevant laws and standards set by regulatory bodies, including <ul style="list-style-type: none"> ○ Service Quality Standards (SQSs) and Criteria ○ Fire Services Ordinance ○ Protocols of traffic and work under various typhoon and rainstorm warning signals ○ Infection control guidelines ○ Occupational Safety and Health Ordinance <p>2. Implement guidelines on environmental guidelines (service unit)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Take measures or perform procedures on environmental safety according to guidelines of the institution regarding environmental safety and relevant scope of application, such as: <ul style="list-style-type: none"> ○ Measures for preventing infection, such as washing hand before touching the elderlies, and proper use of personal protective equipment ○ Handle wastes and medical contaminants properly ○ Perform procedures of dispensing medication properly ○ Handle dangerous goods properly ○ Maintain good ventilation in the environment ○ Perform regular cleaning or disinfecting procedures ○ Use medical devices, electronic appliances and other facilities properly for elderlies' activities

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Functional Area - Management

	<ul style="list-style-type: none"> • Conduct regular check-ups to prevent accidents or serious incidences, such as: <ul style="list-style-type: none"> ○ Check facilities used by elderlies to ensure they are working properly ○ Tidy up first-aid kit regularly to ensure supplies are properly stocked ○ Check quantity of infection control items to ensure sufficient stock. • Put up safety procedures and reminders properly in clearly visible places according to regulations of the institution • Test fire alarms and fire service facilities regularly and document every fire drill properly • Handle all accidents, injuries or emergencies according to relevant guidelines, such as elderlies wandering or loss of property due to theft, and document the incidence properly as reference for improving services • Comply with road and traffic regulations when driving, perform regular check-up and repair for residential home buses or transfer vehicles • Before arranging activities for elderlies, prepare well and take safety measures, minimizing the risk of accidents • Identify potential risks and fix them properly during daily routine work, and report to supervisor • Perform personal hygiene and reduce the risk of transmission of infectious diseases <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the importance of environmental safety to the institution, elderlies and staff, and strictly comply to environmental safety guidelines; and • Prioritize the safety and benefit of elderlies when managing an accident, injury or emergency
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to implement environmental safety measures and procedures according to relevant guidelines of the institution and scope of application; perform regular check-ups on facilities to prevent accidents; and • Ability to manage accidents, injuries, or emergencies according to the guideline and procedures prescribed by the institution, and document the incidences properly.
Remark	<p>All staff should receive good workplace housekeeping training by Occupational Safety & Health Council and (NHWM) Work safety of the nursing staff in residential care homes for elderly (for Management level).</p>

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Functional Area - Management

Title	Implement Guidelines on Environmental Safety (in Elderlies' home)
Code	106151L3
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for managing home environment of elderlies. This competency involves the ability to make judgment. Employees are required to take measures to improve elderlies' home environment according to the assessment result of home environmental safety, in order to prevent home accidents.
Level	3
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on home environmental safety for elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand areas of concerns regarding home environmental safety for elderlies, including: <ul style="list-style-type: none"> ○ Kitchen ○ Washroom ○ Living room and corridor ○ Lighting system ○ Doors, windows and daily accessories • Understand the aims of home environmental improvement for elderlies, including: <ul style="list-style-type: none"> ○ Fall prevention ○ Enhance self-care ability ○ Prevent home accidents. • Understand the home accidents common among elderlies and their causes, for example, fall, cut, bruise, burnt, and fire • Understand the safety measures of elderlies' home, for example, <ul style="list-style-type: none"> ○ Sufficient lighting ○ Keep the passage clear and the floor dry ○ Use furniture that are of appropriate height ○ Put labels with large print on daily accessories <p>2. Implement guidelines on environmental safety (home environment)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Take relevant home environmental safety measures according to the needs for improvement in elderlies' homes, such as: <ul style="list-style-type: none"> ○ Remove obstacles and keep the passage clear ○ Install shower chair and shower board in the washroom to protect elderlies safety when taking shower ○ Install handrails in bath tub to ensure elderlies' safety ○ Improve lighting ○ Provide furniture of appropriate height. • Teach elderlies the relevant home environmental safety measures, such as: <ul style="list-style-type: none"> ○ Use shower board correctly ○ Do not leave clutter in the passage ○ Always wear eyeglasses ○ Correctly use walking aids • Monitor the implementation of home environmental safety measures, report to supervisor, and document the details for follow-up actions

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Functional Area - Management

	<ul style="list-style-type: none"> Identify potential risks in elderlies' homes, handle them immediately, and teach elderlies to improve the situation and prevent recurrence of such risks, and report to supervisors Handle the case immediately if elderlies have accidents and are injured at home, for example, performing first-aid, managing the injury, and arranging transportation to hospital <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Understand the importance of home environmental safety for elderlies, and implement home environmental safety measures for them Be attentive and patient when teaching elderlies to take measures to ensure home environmental safety
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to implement relevant home environmental improvement measures according to its improvement needs; prevent home accidents; and Ability to teach elderlies to take relevant home environmental safety measures, monitor their implementation and evaluate their effectiveness.
Remark	

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Functional Area - Management

Title	Assist Elderlies to Adapt to life in Residential Care Homes
Code	106152L3
Range	This unit of competency is applicable to employees in the elderly care service industry who provide services in residential care homes. This competency involves the ability of comprehension. Employees are required to provide new elderly residents with orientation on the environment of the residential care home according to relevant guidelines and protocols of the institution; let elderlies understand the residential environment, facilities and rules, so as to help elderlies build a new social network and reduce the anxiety brought along by estranged environment so that they fit in the life in the residential care home as soon as possible .
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on how elderlies adapt to life in a residential care home</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the common difficulties among elderlies when adapting to life in a residential care home, such as: <ul style="list-style-type: none"> ○ Difficulty in adapting to the regular schedule and strict disciplines in residential care homes as they used to live their life however they wanted ○ The need to change the personal living habit ○ Living together with co-residents with different backgrounds ○ The idea of being abandoned by their families – as opposed to the traditional Chinese belief that “bringing up children for the sake of being looked after by them in old age” ○ Difficult to adjust to new environment due to mental health issues or cognitive impairment • Understand the daily operation, facilities and rules of the residential care home • Understand the method to assess elderlies’ needs to adapt to new environment • Understand the guidelines and procedures of the institution regarding the provision of environmental orientation to new residents • Understand the common behavioural problems among elderlies with mental disturbances, cognitive impairment and depression, and how to handle them. <p>2. Assist elderlies to adapt to life in a residential care home</p> <p>Be able to</p> <ul style="list-style-type: none"> • Arrange elderlies to visit the residential care home with their families before moving in, in order to understand the living environment, facilities and operational conditions, so as to help elderlies to prepare psychologically for the new environment • Provide private space for elderlies to place their personal items, for example their favourite family photos • Provide new residents with orientation on the environment of the residential care home according to relevant guidelines and procedures of the institution, such as: <ul style="list-style-type: none"> ○ Distribute leaflets, introducing the rules of using facilities, room facilities, introducing the staff and roommates, and the organizational framework ○ Actively learn about the adaptation of the elderlies and provide counselling when needed ○ Arrange elderly volunteers as peers to show care and concern for new residents ○ Arrange new residents to attend orientation activities with their families, and let them share feelings with co-residents who move in about the same time

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	<ul style="list-style-type: none"> • Provide relevant solutions to the difficulties elderlies encounter in the process of adaptation, such as: <ul style="list-style-type: none"> ○ Encourage staff over every level to communicate actively with elderlies, building a familial atmosphere in the residential care home ○ Provide various types of social activities and entertainments, for example, hobby classes, festival celebrations, tours and visits; assist elderlies to know other residents; instil a sense of belonging; provide leisure activities to elderlies from time to time; help them stay in touch with the society ○ Host family activities, encouraging elderlies' family members to join and spend time with elderlies ○ Encourage families to pay visits to elderlies more often, so as to prevent elderlies' from feeling abandoned ○ For elderlies who miss their families and friends overseas, install video conferencing equipment and allow elderlies to chat with relatives and friends from overseas face-to-face • Document how well the elderlies adjust and adapt to life in the residential care home, and report the details to supervisor and their families <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Handle and manage elderlies' adjustment and adaptation process to the life in a residential care home in a personalized manner • Continuously care for and respect elderlies
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to provide orientation to new residents regarding the environment of the residential care home, according to relevant guidelines and protocols of the institution; and • Ability to assist elderlies to familiarize themselves with the environment of the residential care home and build new support network, by hosting various events, encouraging elderlies to actively participate and instilling a sense of belonging among them towards the residential care home.
Remark	

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Functional Area - Management

Title	Assist Residents to Deal with Interpersonal Problems
Code	106153L3
Range	This unit of competency is applicable to employees in the elderly care service industry who provide services in residential care homes. This competency involves the ability of analysis and solving problems. Employees are required to understand the core issue of elderlies' interpersonal relationship problems, and assist them to handle the issue using good communication skills and appropriate methods.
Level	3
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on interpersonal relationship of elderlies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the importance of good interpersonal relationships to elderlies, such as: <ul style="list-style-type: none"> ○ Help alleviate mental stress ○ Stabilize emotions ○ Enhance a sense of fulfilment ○ Build positive self-image ○ Enhance independent problem-solving ability • Understand the methods to manage conflicts • Understand the ways and skills to facilitate good communication • Understand the ways and skills to solve interpersonal relationship problems • Understand the common interpersonal relationship problems among residents, such as: <ul style="list-style-type: none"> ○ Differences in habits ○ Differences in opinions or conflicts due to sharing room facilities ○ Differences in personalities and values ○ Behavioural problems caused by mental disturbance and cognitive impairment ○ Differences in opinions towards services delivered by different staff members • Understand the guidelines and procedures of the institution regarding managing interpersonal relationship problems of residents • Understand the behavioural problems caused by mental disturbance, cognitive impairment and depression common among elderlies and how to handle them • Understand the personalities of resident and how they interact with others <p>2. Assist elderlies to handle interpersonal relationship issues</p> <p>Be able to</p> <ul style="list-style-type: none"> • Take measures to prevent conflicts between elderlies, such as: <ul style="list-style-type: none"> ○ Lay down clear guidelines on the use of common facilities in the room ○ Educate all elderlies on how to build positive interpersonal relationships ○ Educate elderlies the way to live with someone suffering from mental disturbance, cognitive impairment, or depression • Inspect the room daily and regularly according to the guidelines of the institution, and understand how the elderlies get along with each other • When there is a conflict between elderlies, investigate the core issue of the conflict and seek appropriate solution, such as: <ul style="list-style-type: none"> ○ In case of different opinions regarding the use of common facilities, advise them to discuss relevant rules in upcoming room meeting, so that roommates can discuss the issue rationally, in order to reach a consensus

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	<ul style="list-style-type: none"> ○ In case of differences in personalities or habits, advise them to communicate openly and accommodate each other's differences; consider rewarding desirable behaviours and punishing undesirable ones, which may reinforce elderlies' desirable behaviours over time ○ In case those suffering from mental disturbance or cognitive impairment are causing nuisance to other residents, refer the cases to the medical doctors for adjustment of drug dosage, or arrange healthcare professionals to provide non-pharmacological treatment, in order to reduce the occurrence of behavioural problems ○ In case elderlies have opinions towards the performance of employees or how issues are handled within the institution, provide channels for them to express such opinions • If the interpersonal relationship problems of elderlies are not yet solved, or employees face difficulties in solving those problems, refer the cases to social workers for individual counselling • Document the process of handling interpersonal relationship problems in details, evaluate its effectiveness, and use it as a reference for follow-up actions in future <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Handle interpersonal relationship problems fairly and impartially • Show respect and care for elderlies when handling disputes
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to analyse the core issue of elderlies' interpersonal relationship problems, use good communication skills and appropriate methods to solve them; assist elderlies to handle the problems and ease their frustration.
Remark	

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Functional Area - Management

Title	Plan Duty shift Roster
Code	106154L4
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of human resource management. This competency involves the ability of analysis, making judgment and assessment. Employees are required to allocate shifts and working hours for staff members according to the service demand and human resource of the institution, so as to ensure smooth running of services.
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on shift allocation for staff</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the aims of shift allocation for staff, for example, <ul style="list-style-type: none"> ○ Keep services running smooth ○ Ensure sufficient manpower, preventing accidents and accomplishing tasks ○ Allow staff to have sufficient resting time between shifts • Understand the scope of service of the institution, including <ul style="list-style-type: none"> ○ Service workflow and opening hours ○ Service utilization rate and workload ○ Human resources hierarchy ○ Type of staff needed ○ Resources available • Understand staff's scope of work for various posts, for example, <ul style="list-style-type: none"> ○ Responsibilities and skills ○ Meal hour(s) ○ Other limitations, for example, work arrangement stated in the contract • Understand the labour ordinance and information relevant to manpower requirement, service workflow and staff's working hour, for example, <ul style="list-style-type: none"> ○ Employment Ordinance ○ Minimum Wage Ordinance ○ Hospitals, Nursing Homes and Maternity Homes Registration Ordinance ○ Code of Practice for Private Hospitals, Nursing Homes and Maternity Homes Registration Ordinance ○ Residential Care Homes (Elderly Persons) Ordinance ○ Code of Practice for the Residential Care Homes (Elderly Persons) <p>2. Shift allocation for staff</p> <p>Be able to</p> <ul style="list-style-type: none"> • Allocate shifts for staff according to the actual situation of the institution, ensure sufficient manpower to provide services • Arrange staff to work in turns for demanding tasks, for example, heavy manual labour • Seek employees' consensus on longer working hours if required • Make flexible arrangements to accommodate staff's special needs and circumstances, such as last-minute family commitments or feeling unwell • Handle special situations appropriately, such as sick leave or manpower shortage, to avoid disruption of services

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	3. Exhibit professionalism Be able to <ul style="list-style-type: none">Reasonably allocate shifts for staff under the principle of fairness and equality
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is: <ul style="list-style-type: none">Ability to allocate shifts and working hours for staff according to the operational needs of the institution, and deploy manpower flexibly on special occasions, ensure manpower is sufficient to provide services.
Remark	Refer to code of practice for residential care homes for the elderly annex 3.2/8.2/8.3/8.4 by the Social Welfare Department.

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Functional Area - Management

Title	Manage Daily Operations
Code	106155L4
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of management. This competency involves sophisticated thinking and the ability to make judgment. Employees are required to manage the daily operations of the institution according to relevant guidelines of the institution; monitor and evaluate management measures regularly, in order to enhance service quality and maintain smooth operations.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on managing an institution</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the service mission, objectives, core values, aims and resources of the institution • Understand the guideline on daily operation management prescribed by the institution • Understand the service content and workflow in the institution • Understand the scope of work of different staff members • Understand the regulations and restrictions on services as set by regulatory bodies • Understand the skills to brief and train staff • Understand the skills to collect opinions from staff and service users (including elderlies and their families) • Understand the skills to conduct evaluation and reporting <p>2. Manage daily operations</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform daily management tasks according to the daily operation guidelines stipulated by the institution • Clearly explain the guidelines to staff by means of: <ul style="list-style-type: none"> ○ Regular staff training ○ Duty description ○ Notice board ○ Regular staff meeting • Monitor the implementation of guidelines by staff • Adjust the service workflow and manage urgent cases under special circumstances, for example, <ul style="list-style-type: none"> ○ Staff absence from work ○ Handle complaints ○ Elderlies suffering from injury or admitted to hospital • Keep the latest record of activities and prepare accurate statistics report, submit to supervisors before deadlines • Allow service applicants and users to understand the operation of the institution clearly • Build an effective communication channel, collect opinions from staff and service users by means of: <ul style="list-style-type: none"> ○ Opinion forms ○ Feedback collection box ○ E-mail ○ Meeting with staff and service users • Review the operation regularly and report to supervisor

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	<ul style="list-style-type: none">○ Monitor daily operation○ Randomly check staff's performance <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Manage the daily operations of the institution professionally, and follow the relevant legal requirements
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to manage the daily operations of institution effectively, enhancing smooth operation; and• Ability to evaluate the operation of the institution regularly, make suggestions for improvement or optimization, in order to improve the services.
Remark	<p>Refer to code of practice for residential care homes for the elderly by the Social Welfare Department.</p>

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Functional Area - Management

Title	Manage Human Resources
Code	106156L4
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of human resource management. This competency involves ability of independent analysis and making judgment. Employees are required to manage the daily operations of the institution according to relevant guidelines of the institution, monitor and evaluate management measures regularly, in order to enhance service quality and maintain smooth operation .
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on human resources</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the policies, procedures and mechanisms of human resource management of the institution, including <ul style="list-style-type: none"> ○ Recruitment and selection of staff ○ Promotion, deployment and attendance ○ Training and development ○ Discipline and rules ○ Complaint channels and retaining staff ○ Orientation for new colleagues • Understand workflow of human resource management and operational characteristics in elderly care service industry, including <ul style="list-style-type: none"> ○ Deployment of manpower in different departments ○ Required abilities for different posts ○ working in shifts ○ Overtime work ○ Working on holidays <p>2. Manage Human resources</p> <p>Be able to</p> <ul style="list-style-type: none"> • Implement relevant procedures and guidelines according to human resource policies, such as <ul style="list-style-type: none"> ○ Organize orientation and prepare handbook for new colleagues ○ Arrange training for staff ○ Prepare code of practice for staff ○ Implement disciplinary procedures ○ Handle staff complaints ○ Set recruitment criteria and outline their job duties ○ Staff performance assessment ○ Staff deployment • Convey human resource messages through effective channels, such as <ul style="list-style-type: none"> ○ training or bridging courses ○ Presentations ○ Individual interviews ○ Notice board ○ Intranet messages • Establish appropriate channels to receive comments from staff to understand their views and responses towards institute's policies, such as

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	<ul style="list-style-type: none"> ○ Email ○ Interviews ○ Feedback collection box • Establish performance goals for individual staff member and provide instructions and supervision according to departmental needs • Handle staff members with subpar performance or poor conduct, and provide counselling and take proper disciplinary actions • Monitor and review the effectiveness of human resource procedures and provide relevant suggestions for improvement <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Implement human resource policies and procedures in a fair and objective manner
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to conduct human resource management efficiently so that staff members can realize their potential to the fullest; maintain a good relationship with staff according to human resource policies of the institution; and • Ability to monitor and review suitability and legitimacy of human resource policies of the institution and provide suggestions to improve them.
Remark	

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Functional Area - Management

Title	Recruit and Select Staff
Code	106157L4
Range	This unit of competency is applicable to employees in the Elderly Care Service Industry in charge of human resource management. This Competency involves the ability of analysis, making judgment and assessment. Employees are required to help the institution select the most suitable candidates to work for the institution according to prescribed procedures on staff recruitment
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on recruiting and selecting staff</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand existing and future manpower needs of the institution • Understand different posts and their scope of work within the institution • Understand the staff recruitment procedures of the institution and selection standards • Understand relevant laws on staff recruitment, such as: <ul style="list-style-type: none"> ○ Labour Ordinance ○ Equal Opportunities Ordinance ○ Race Discrimination Ordinance ○ Personal Data (Privacy) Ordinance ○ registry of professional statuses • Understand relevant techniques to recruit and select staff, such as: <ul style="list-style-type: none"> ○ Techniques to hold an interview ○ Ability to assess working experience and educational qualifications <p>2. Recruit and select staff</p> <p>Be able to</p> <ul style="list-style-type: none"> • Recruit staff according to procedures prescribed by the institution, such as <ul style="list-style-type: none"> ○ Announce job vacancies on different media ○ Recruit staff via internal channels, such as newsletter, notice and memorandum ○ Recruit from external sources, such as recruitment advertisements, professional groups, magazines and media, staff referral and online applications ○ State responsibilities and requirements for each post ○ Ensure the procedures adhere to legal requirements • Arrange interviews according to procedures prescribed by the institution, including: <ul style="list-style-type: none"> ○ Set the format of interviews and recruitment standards for the post ○ Select a convenor and other interviewers ○ Establish assessment standards for staff selection • Select staff according to standards formulated by the institution, including: <ul style="list-style-type: none"> ○ Analyse working experiences and relevant qualifications of applicants ○ Assess interview performance on the spot ○ Avoid conflict of interest • Handle information of successful applicants according to procedures formulated by the institution • Review procedures and standards of staff recruitment regularly to keep abreast of with the changes and development of labour market; provide suggestions to supervisor for improvements • Store documents and any information related staff recruitment and selection properly

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Stay objective, fair and unbiased when recruiting and selecting staff• Ensure procedures follow relevant laws to prevent legal offences
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to select staff for different posts according to procedures of recruiting and selecting staff formulated by the institution, and• Ability to review the methods of recruiting and selecting staff regularly and provide suggestions for improvement
Remark	

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Functional Area - Management

Title	Deploy Staff
Code	106158L4
Range	This unit of competency is applicable to employees in the elderly care service industry who are in charge of management tasks. This Competency involves sophisticated thinking and the ability to make judgment. Employees are required to deploy suitable staff members to different positions according to the institution's plan on human resource development, staff members' performance and wishes, so as to cope with the operational needs of the institution, put staff members' strengths and talent to good use, and drive the institution's development.
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on staff deployment</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the institution's development plan of services and arrangement of human resources • Understand the organizational structure and the duties and scope of work on different levels in the institution • Understand the skills and basic concepts of personnel management including recruitment, performance assessment, training, and supervision • Understand the arrangement and principle of staff deployment such as: <ul style="list-style-type: none"> ○ Promotion ○ Secondment ○ Job transfer • Understand how staff deployment impacts the institution, such as: <ul style="list-style-type: none"> ○ Operational costs ○ Change of organization <p>2. Staff deployment</p> <p>Be able to</p> <ul style="list-style-type: none"> • Analyse the current situation and future development of the institution • Identify positions that need deployment and pick the best way for such deployment according to the operating situation of the institution • Consult with relevant staff members; figure out a schedule and allocate manpower to support the staff deployment • Assess the need to open more posts or the need to fill additional vacancies • According to the staff performance appraisal and their personal wishes, propose staff deployment or internal promotion for the management to consider • Review the performance for the staff members after deployment and its impact on the institution's operation <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure staff deployment is a fair procedure
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to select and deploy suitable staff members according to the services and development of the institution; and

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	<ul style="list-style-type: none">• Ability to propose staff deployment according to staff's performance appraisal and their personal wishes in order to let staff members realize their potential to the fullest, and promote the institution's development.
Remark	

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Functional Area - Management

Title	Conduct Staff Performance Appraisal
Code	106159L4
Range	This unit of competency is applicable to employees in the elderly care service industry who perform management tasks. This Competency involves the ability of analysis and making judgment. Employees are required to assess the performance of staff members in a fair and impartial manner according to staff assessment policies and standards prescribed by the institution, so as to manage human resources effectively
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on assessing staff performance</p> <p>be able to</p> <ul style="list-style-type: none"> • Understand staff assessment policies, standards and methods as prescribed by the institution • Understand scope of work and required performance standards of different posts • Understand details of assessment system and performance standards as set by the institution, including: <ul style="list-style-type: none"> • Understand grading standards and their definitions <ul style="list-style-type: none"> ○ Mode, methods and procedures of assessment ○ Qualifications of assessors ○ When assessment is performed ○ Appeal mechanism for staff being assessed ○ Rules on composing assessment reports • Understand purpose and importance of performance assessment, including: <ul style="list-style-type: none"> ○ Identify room for improvement in staff performance ○ Provide continuous monitoring and supervision ○ Establish staff training and development needs ○ Influences on efficiency of the institution / department • Understand items to cover in performance assessment and their standards, including: <ul style="list-style-type: none"> ○ knowledge, professional capabilities ○ Efficiency of work ○ work outcomes ○ Diligence ○ work attitude, e.g. being proactive or passive ○ Communication skills ○ Team / cooperative relationship ○ Personal conduct. • Understand relevant laws and restrictions on handling staff assessment as stipulated by government and regulatory authorities <p>2. Assess staff performance</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform staff assessment according to relevant standards and procedures of the institution, and set a timetable for assessment • Document assessment opinions from different channels, including: <ul style="list-style-type: none"> ○ Superiors, supervisors, fellow workers and subordinates ○ Opinions from service users ○ Self-evaluation.

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	<ul style="list-style-type: none"> Communicate with staff and achieve a consensus on performance requirements and assessment criteria Provide review, supervision, guidance and assistance to staff with subpar performance Allow staff to disagree with assessment results and provide channels to appeal and communicate Supervise staff performance continuously in daily work Notify staff members about their assessment results and follow up the case properly according to assessment results, such as <ul style="list-style-type: none"> Suggest room for improvement Reward / punishment and amount of salary raise Promotion and training Development needs. Write the assessment report and document properly according to prescribed procedures <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Ensure staff assessment and appraisal reports are done in an objective, fair and impartial manner
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to perform a fair assessment of staff performance according to staff assessment policies and standards prescribed by the institution; and Ability to take proper follow-up measures according to staff assessment results, such as suggesting ways to improve performance, rewards/punishment and training.
Remark	

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Functional Area - Management

Title	Handle Staff Complaints
Code	106160L4
Range	This unit of competency is applicable to employees in the elderly care service industry who are in charge of human resource management. This competency involves the ability of analysis and making judgment. Employees are required to respond to staff complaints properly according to relevant policies and procedures as prescribed by the institution, so as to avoid the negative impact on the institution.
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on handling staff complaints</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the job nature and responsibilities of staff in various posts • Understand the rules that must be followed by staff in their daily work • Understand the code of practice and procedures of the institution regarding handling staff complaints <ul style="list-style-type: none"> ○ Set a time limit for action to be taken after receiving complaints ○ Formulate a way to reply to complaints • Understand the methods and channels commonly used by staff to make complaints and their impacts on the institution, for example, <ul style="list-style-type: none"> ○ Written complaints, anonymous complaints, verbal complaints ○ Social media, mass media ○ Online forums and sharing platforms • Understand the skills to keep good relationship with staff, for example, <ul style="list-style-type: none"> ○ Good communication skills ○ Understand the psychology of staff ○ Empathy ○ Patience ○ Preventing the case from blowing out of proportion and cause irreversible damages • Understand the importance of handling staff complaints appropriately and timely <ul style="list-style-type: none"> ○ Respect and protect the rights of staff ○ Evaluate the service and improve management quality <p>2. Handle staff complaints</p> <p>Be able to</p> <ul style="list-style-type: none"> • Handle staff complaints appropriately and objectively, according to the guidelines of the institution and prescribed time limit on handling complaints • Keep good communication with complaining staff, listen to the complaint patiently and actively encourage staff to provide feedback • Understand the complaint thoroughly, find out the cause of the complaint, respond actively and give recommendations for improvement • Appoint appropriate personnel, for example manager of the service unit, to handle and follow up • Document the content of complaint and save on file for follow-up actions and reference in future • Report to the management about the complaint, how the case was followed up, and suggest measures to address the specific issue

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Handle staff complaint fairly and objectively• Ensure complainant's data are kept confidential• Consider the complaint an opportunity to evaluate the service and improve management quality
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to handle staff complaints appropriately according to the code of practice and guidelines of the institution; and• Ability to actively respond to staff opinions, report to the management and avoid similar incidence from happening again.
Remark	

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Functional Area - Management

Title	Supervise Occupational Safety and Health
Code	106161L4
Range	This unit of competency is applicable to employees in the elderly care service industry who perform management tasks. This competency involves the ability of analysis and making judgment. Employees are required to supervise occupational safety and health according to relevant guidelines of the institution and relevant laws; ensure staff strictly adhere to those guidelines and laws when working for the sake of their safety and health.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on tasks associated with occupational safety and health</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the guidelines of the institution on occupational safety and health • Understand the knowledge and application of occupational safety and health, such as: <ul style="list-style-type: none"> ○ Locations covered, including office, kitchen, fieldwork location ○ Correct use of electrical appliances and kitchenware ○ Heavy manual labour ○ First aid equipment ○ Proper use of assistive tools • Understand the skills to supervise staff • Understand relevant standards set by regulatory authorities and relevant laws regarding occupational safety and health, such as: <ul style="list-style-type: none"> ○ Service quality standards (SQS) and criteria ○ Occupational Safety and Regulation ○ Occupational Safety and Health (Display Screen Equipment) Regulation <p>2. Supervise occupational safety and health in the workplace</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide supervision training to staff according to guidelines of the institution regarding occupational safety and health, including: <ul style="list-style-type: none"> ○ Provide staff training for occupational safety and health and arrange relevant professionals to provide training when needed ○ Provide on-site instruction for staff on procedures and issues that need extra attention at work ○ Assess how staff implement safety and health measures and provide suggestions for improvement according to assessment results ○ Inspect how staff practise occupational safety and health measures daily • Keep copies of occupational safety and health guidelines in different departments for staff to review • Post illustrated working guidelines and remarks in prominent places so that staff are more likely to follow • Announce numbers and records of occupational injuries to raise awareness among staff • Purchase relevant assistive tools for occupational safety and health and instructs staff for proper use, such as <ul style="list-style-type: none"> ○ Personal protection devices ○ Lifting belts ○ Transfer machines ○ Transfer board

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	<ul style="list-style-type: none"> ○ Computer facilities • In case of staff accidents or injuries, handle with emergency arrangements and investigate the causes to prevent recurrences • Report staff accident information according to the reporting mechanism for occupational injuries, including how the accident happened and how the case was handled, so that follow-up actions can be taken • Provide relevant information on occupational safety and health to strengthen relevant knowledge of staff, such as <ul style="list-style-type: none"> ○ Distribute health education leaflets and put up posters ○ Recap information on health website ○ Promote relevant activities and courses. • Identify potential risks in the workplace, provide suggestions and report to supervisors <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess occupational safety and health in an objective and fair manner • Ensure implementation of occupational safety and health aligns with the guidelines of the institution and adheres to relevant laws
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to provide occupational safety and health training and proper guidance to staff according to relevant guidelines and laws; and • Ability to ensure staff implement and follow relevant guidelines to reduce risk of injuries during work.
Remark	

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Functional Area - Management

Title	Handle Staff Accidents or Injuries
Code	106162L4
Range	This unit of competency is applicable to employees working in the elderly care service industry who provide nursing care. This competency involves the ability of analysis and making judgment. Employees are required to provide proper injury management, handle accidents and offer support according to the severity of the incident and relevant guidelines of the institution, so as to put accidents and injuries under control.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on staff accidents or incidents</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the guidelines of the institution regarding staff accidents and injuries • Understand categories and causes of common staff accidents or injuries, such as: <ul style="list-style-type: none"> ○ Falls, compression injuries, electric shock, fire, burns, cuts ○ Injuries caused by operation of machines ○ Traffic accidents ○ Injuries due to lifting heavy objects, lifting elderlies and other heavy manual labour • Understand common accidents in workflow of the elderly care service industry and their causes • Understand methods to handle and prevent accidents or injuries common among staff members of the industry, such as <ul style="list-style-type: none"> ○ First aid procedures ○ Safety management system ○ Reporting mechanism for occupational injuries ○ Occupational health and safety plan ○ Personal protection equipment • Understand emergency measures when handling accidents within the institution, such as <ul style="list-style-type: none"> ○ Fire service facilities and locations of first aid kits ○ Emergency escape route ○ Guidelines on handling workplace violence <p>2. Handle staff accidents or injuries</p> <p>Be able to</p> <ul style="list-style-type: none"> • Collect relevant information and analyse the severity and immediate risks of the accident or injury; handle properly according to guidelines of the institution regarding staff accident or injuries, including <ul style="list-style-type: none"> ○ Provide first aid care ○ Prompt internal management, such as report to supervisor-in-charge ○ Send the injured to hospital ○ Report to police ○ Notify relevant government departments ○ Emergency evacuation • Report to supervisor according to prescribed reporting mechanism/workflow to ensure the case is followed up properly; report to insurance company according to policies of the institution

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	<ul style="list-style-type: none">• Document records of accidents or occupational injuries and store them securely• Review the process of handling staff accidents or injuries; make proper suggestions <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Always put personal safety in the first place when handling staff accidents or injuries
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to analyse the severity and immediate risks of the accident or injury; handle properly and follow relevant procedures according to guidelines of the institution regarding staff accident or injuries; and• Ability to report staff accidents and injuries to supervisor and document them properly.
Remark	

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Functional Area - Management

Title	Prevent General Accidents
Code	106163L4
Range	This unit of competency is applicable to employees in the elderly care service industry who perform management tasks. This competency involves the ability of analysis and making judgment. Employees are required to analyse job nature of different posts within the institution and take relevant accident preventive measures according to their risks of injuries and accidents, so as to minimize the risk and ensure staff safety.
Level	4
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on staff accidents</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand different categories of general staff accidents or injuries, including <ul style="list-style-type: none"> ○ Falls, compression injuries, electric shock, fire, burn, cuts ○ Injuries caused by operation of machines ○ Injuries due to lifting heavy objects, lifting elderlies and other heavy manual labour • Understand general accidents common in elderly care service industry and their causes <ul style="list-style-type: none"> ○ Human errors ○ Lack of assistive tools and assistance ○ Problems with the environment, such as passages too narrow, spaces blocked by clutter, poor and inadequate lighting ○ Slippery floor ○ Lack of sufficient training • Understand accidents common in workflow of the elderly care service industry and their causes <p>2. Take measures to prevent general staff accidents</p> <p>Be able to</p> <ul style="list-style-type: none"> • Analyse the categories of general staff accidents or injuries and their causes, so that corresponding preventive measures can be taken, such as <ul style="list-style-type: none"> ○ Implementation of “5S” practice ○ Provide appropriate assistive tools, such as lifting belts, lifting machines, anti-slip shoes, personal protective equipment ○ Arrange sufficient manpower to handle transferring and heavy manual work ○ Keep floor dry at all times. • Arrange relevant work training for staff to reinforce their knowledge and learn new skills such as <ul style="list-style-type: none"> ○ Manual work ○ Infection prevention ○ Proper use of electrical appliances and other devices • Every department / institution should keep copies of work safety guidelines for staff to review • Distribute leaflets on occupational safety and health to staff to boost their knowledge; announce numbers of occupational injuries and accidents to arouse awareness • Inspect working environment and check equipment regularly to ensure working environment is safety and equipment functions properly

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	<ul style="list-style-type: none">• Educate staff on the institutional culture and a sense of responsibility to always work with care and be considerate to themselves and others, such as<ul style="list-style-type: none">○ Handle and report any risk proactively○ Follow safety guidelines to reduce human errors○ Maintain personal hygiene○ Receive relevant training and supervision○ Cooperate with department head○ Provide appropriate advises <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Promote/enhance staff's awareness on preventing accidents or injuries during work
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to analyse the categories and causes of general staff accidents or injuries; formulate proper preventive measures to reduce risks of accidents and injuries.
Remark	

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Functional Area - Management

Title	Apply Ordinances and Codes of Practice
Code	106164L5
Range	This unit of competency is applicable to all employees in the elderly care service industry. This competency involves the ability of critical analysis and reorganization of information. Employees are required to apply and follow the ordinances applicable to the industry and adhere to codes of practice of the institution, in order to protect the interest of institution .
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Understand the relevant ordinances in elderly care service industry and the codes of practice of the institution</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the background of institution • Understand the ordinances and regulations in Hong Kong applicable to elderly care service, such as: <ul style="list-style-type: none"> ○ Service Quality Standards (SQSs) and Criteria ○ Hospitals, Nursing Homes and Maternity Homes Registration Ordinance ○ Code of Practice for Private Hospitals, Nursing Homes and Maternity Homes Registration Ordinance ○ Residential Care Homes (Elderly Persons) Ordinance ○ Code of Practice for the Residential Care Homes (Elderly Persons) ○ Employment Ordinance ○ Mandatory Prevenient Fund Scheme Ordinance ○ Personal Data (Privacy) Ordinance ○ Minimum Wage Ordinance ○ Social Workers Registration Ordinance ○ Mental Health Ordinance ○ Occupational Safety and Health Ordinance ○ Prevention of Bribery Ordinance ○ Waste Disposal Ordinance by Environmental Protection Department • Understand the codes and rules of the institution, such as: <ul style="list-style-type: none"> ○ Guidelines on daily operation ○ staff's code of practice ○ Procedures on handling complaints ○ Guidelines on environmental safety. <p>2. Comply with and apply ordinances and practice guidelines</p> <p>Be able to</p> <ul style="list-style-type: none"> • Apply and comply with ordinances relevant to the elderly care service industry and follow guidelines of the institution in daily routine work <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the importance of lawful operation to the institution and the impacts on its service.
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is:

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	<ul style="list-style-type: none">• Ability to apply and comply with the ordinances relevant to elderly care service industry; follow guidelines of the institution in daily routine work, in order to protect the interest of institution and service users.
Remark	

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Functional Area - Management

Title	Manage Operational Budget
Code	106165L5
Range	This unit of competency is applicable to employees in the elderly care service industry responsible for financial management. This competency involves sophisticated thinking and the ability to make judgment. Employees are required to draft financial budget and expenditure according to the financial strategy of the institution, ensure there is sufficient funding for operation, and make financial management more efficient.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on operational budget</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the financial strategy and operational budget of the institution • Understand service development plan of the institution and the changes it is going through, or about to go through • Understand the principles of budgeting and methods to predict income and expenses • Understand financial management and financial planning • Understand the expenditure and budget of the service unit and its activities • Understand the relevant service quality standards and ordinances as set by regulatory authorities, including: <ul style="list-style-type: none"> ○ Service Quality Standards (SQSs) and Criteria ○ Code of Practice for Residential Care Homes for the Elderly ○ Funding and Service Agreement and Service Documents ○ Lump Sum Grant Manual ○ Lotteries Fund Manual <p>2. Manage operational budget</p> <p>Be able to</p> <ul style="list-style-type: none"> • Reserve funding in a timely manner according to the financial year and budget • Compare the yearly financial report with the budget; adjust for the difference • Allocate operational funding, including administration expenses, rent, rates, staff salary, according to the institution's usual routine expenditures for each year • Distribute monthly financial updates to specified personnel according to the prescribed timetable and specify their differences from the budget; make sure the management and executive committee of the institution receive financial updates in timely manner, and review the figures • Manage and control expenditure to keep the cost down according to financial budget • Take proper action and report to management when actual financial status deviates from the budget • Keep budget information according to the institution's guideline; be ready to provide budget information to regulatory authorities for review at any time <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure operational budget is managed in a way that is beneficial the institution in a long run

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	<ul style="list-style-type: none">• Manage budget with integrity; follow the codes of conduct; ensure all items are clearly stated when managing the operational budget without any manipulation for personal benefits or favours
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to analyse service development plan of the institution, manage operational budget efficiently, and ensure the institution has sufficient liquid funds to operate.
Remark	

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Functional Area - Management

Title	Compose Financial Reports
Code	106166L5
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of financial management. This competency involves the ability of analysis, reorganization, assessment and integration of information from various sources. Employees are required to analyse and consolidate financial data of the institution according to the financial management policies of the institution; compose financial reports for audit by authorized personnel from regulatory authorities and the Audit Commission, so as to ensure the institution receives grants and other sources of funding.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on financial reports</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand focus and aims of financial reports • Understand standard formats of financial reports • Use computer programmes to compose financial reports • Understand relevant financial management goals and accounting criteria • Understand relevant service quality standards as stipulated by laws or regulatory authorities including: <ul style="list-style-type: none"> ○ Service Quality Standards (SQSs) ○ Code of Practice for Residential Care Homes for Elderly ○ Funding and Service Agreements (FSAs) and Service Documents (SDs) ○ Lump Sum Grant Manual ○ Lotteries Fund Manual • Understand financial management policies of the institution, as well as the standards required in financial reports and the techniques to compose them <p>2. Compose financial reports</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure all transaction items (including income and expenditure) are documented in proper accounting books; keep copies of all receipts and proofs of payment properly • Fill in and integrate entries within the financial year into the financial report, such as: <ul style="list-style-type: none"> ○ Other welfare subsidies and income received by the institution ○ All donations ○ Subsidies ○ Reserve fund ○ Administrative cost, rent and government rates ○ Income and expenditure of activities and services ○ Salaries of staff, welfare expenditure, honorarium to staff and mandatory provident fund ○ Repair and maintenance • Submit report and have it audited and signed by external auditors • Submit financial report to regulatory authorities at the end of each financial year • Keep the records for the period of time as prescribed by the institution or regulations, making sure the content and data are available for review and inspection by regulatory authorities

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Ensure the content and data in financial report are accuracy and complete the report before deadline• Strictly adhere to code of ethics, honestly compose the financial report and deter any fraudulent conduct
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to acquire the appropriate data/information, compose the financial report; and• Ability to submit the financial report in timely manner to auditing and regulatory authorities, ensuring the institution receives grants and other sources of income.
Remark	

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Functional Area - Management

Title	Formulate Guidelines on Daily Operations Management
Code	106167L5
Range	This unit of competency is applicable to employees in the elderly care service industry who perform management tasks. This competency involves the ability of critical analysis and reorganization of relevant information. Employees are required to formulate guidelines on daily operations management, according to the service mission, objectives, core values, aims and resources of the institution; devise a mechanism to evaluate the guidelines regularly and allow subsequent amendments; store relevant information and keep record, in order to provide clear guidelines to the service users and ensure consistency in service quality.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge and techniques on managing the institution</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the service mission, objectives, core values, aims and resources of the institution • Understand the scope of service and operational procedures of the institution, including: <ul style="list-style-type: none"> ○ Application for the service ○ Assessment on users' needs ○ Termination of services ○ Duration of service plan ○ Financial budget ○ Charging procedures • Understand the scope of work for different staff members <ul style="list-style-type: none"> ○ Responsibilities ○ Skills required ○ Work flow ○ Working hours • Understand service users' needs (including elderlies and their families) • Understand regulations and restrictions on services as prescribed by regulatory authorities, such as <ul style="list-style-type: none"> ○ Service Quality Standards (SQSs) and Criteria ○ Code of Practice for Residential Care Homes for the Elderly ○ Manpower deployment ○ Service hours, number/times of users served, number/times of service provided • Understand techniques to formulate policies and procedures • Understand techniques to conduct reviews and amendments • Understand techniques to collect and accept opinions from staff and service users • Understand techniques to document items clearly and to use proper wordings <p>2. Formulate guidelines on managing daily operation</p> <p>Be able to</p> <ul style="list-style-type: none"> • Formulate feasible guidelines according to the service mission, objectives, core values, aims and resources of the institution, staff's scope of work, service users' needs and relevant regulations <ul style="list-style-type: none"> ○ Workflow of service use ○ Reporting procedures ○ Responsibilities of staff

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	<ul style="list-style-type: none"> ○ Ways to collect personal information • Make sure staff clearly understand and follow relevant guidelines; let service users have access to relevant guidelines • Provide ways to collect opinions from staff and service users • Properly collect opinions from staff and service users to improve quality of service • Review and amend relevant guidelines regularly to meet the development goal of the institution <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure the formulated guidelines on daily operation management can strike a balance between the needs of staff and service users, so to ensure consistency of service quality
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to collect opinions from staff and service users; formulate guidelines on daily operation management according to service mission, objectives and resources of the institution; and • Ability to establish a mechanism to review such guidelines regularly and provide suggestions to improve or optimize them.
Remark	

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Functional Area - Management

Title	Formulate Strategic Plan on Operation of the institution
Code	106168L5
Range	This unit of competency is applicable to employees in the elderly care service industry responsible for development of the institution. This competency involves the ability of critical analysis, reorganization, assessment and integration of information from various sources. Employees are required to assist the institution to adjust and adapt to an ever-changing environment according to the service mission and objectives of the institution; and formulate a strategic plan to envisage a clearer direction for the institution's development.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on the institution's operation</p> <ul style="list-style-type: none"> • Understand development plan and executive policies of the institution • Understand management direction of the institution, such as: <ul style="list-style-type: none"> ○ Service, mission and goal of institution ○ Development plan of services ○ Policies formulated by institution ○ Institution's positioning in the elderly care service industry • Understand the benefits of executive policies to the society and to the institution • Understand regulations and restrictions of services as prescribed by regulatory bodies • Understand the resources needed to implement the policies of the institution <p>2. Apply management knowledge and techniques to the institution</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess and analyse the current status and future prospect of the institution • Precisely define actual goals to be achieved by the policies formulated by the institution • Precisely calculate the resources available, finance, manpower or otherwise, to implement policies of the institution • Establish a system for good communication for: <ul style="list-style-type: none"> ○ Collection of opinions from service users, staff and the public ○ Reports on how well the policies are implemented for management's review ○ Announcement of latest instructions about implementing policies for subordinate's reference ○ Announcement on how the policies are implemented for attention of the general public • Consult all stakeholders regularly to ensure the policies are effective and to confirm the development direction is correct, such as <ul style="list-style-type: none"> ○ Recruit focus groups ○ Consult management and committees • Determine content of the proposal • Set performance indicators to evaluate the effectiveness of plan and the time limit for such evaluation • Organize internal meetings regularly to review content of proposal <p>3. Exhibit professionalism</p> <ul style="list-style-type: none"> • Ensure the process of implementing policies follows relevant laws strictly

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Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to formulate a set of strategic plan according to service, mission and goals of institution; and• Ability to ensure the plan can guide the service and working plan in the right direction, so as to help the institution adapt to the changing environment.
Remark	

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Functional Area - Management

Title	Formulate guidelines for frontline staff to implement Infection Control and monitor such implementation
Code	106169L5
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for management tasks and provide nursing care. This competency involves the ability of critical analysis and reorganization of relevant information. Employees are required to formulate relevant measures and guidelines according to the infection control procedures and standards; and implement, assess and evaluate them, in order to ensure the measures are most effective and most updated, and to provide the safest environment for staff to work in.
Level	5
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on infection control</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the procedures and standards of infection control, such as <ul style="list-style-type: none"> ○ Common infectious diseases among the elderly ○ Routes of transmission of infectious diseases ○ Routine prevention for infectious disease (including personal, food and hygiene, vaccination, disinfection with diluted bleach, isolation wards, etc.) ○ washing hand properly ○ Personal protective equipment ○ Personal hygiene ○ Methods of cleaning and sterilizing items ○ Food safety and hygiene ○ Environmental hygiene • Understand guidelines and techniques on formulating preventive and control measures against infection • Understand techniques to supervise staff • Understand techniques to set assessment criteria <p>2. Formulate infection control guidelines and monitor frontline staff to follow them</p> <p>Be able to</p> <ul style="list-style-type: none"> • Formulate relevant measures and guidelines according to different scopes of infection control, such as <ul style="list-style-type: none"> ○ Handling suspected cases of infection ○ Handling outbreak of infection ○ Notification mechanism for infectious diseases ○ Handling wounds ○ Handling contaminated items ○ Handling sharp items ○ Disposing medical wastes ○ Nursing procedures for taking care of high-risk elderlies (such as Foley catheters, nasogastric tubes and pressure sores) • Assess infection risks according to current status of institution and community environment • Supervise staff; help them understand the importance of and the proper implementation procedures of those measures

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	<ul style="list-style-type: none"> Set a timetable for staff assessment with respect to infection control, including theory and practical tests, for example, <ul style="list-style-type: none"> Correct way of hand washing Wear personal protective equipment Host examinations for staff to take, according to the assessment standards, and provide recommendations for improvement Form infection control group, discuss and monitor infection control issues Inspect regularly to ensure the proper implementation of measures Evaluate and collect the data record of infectious diseases Evaluate regularly the effectiveness of measures and update the relevant information <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Ensure infection control measures and guidelines are easily understood and all staff member follow them strictly Perform assessments on staff's knowledge and practice of infection control objectively and fairly, according to prescribed assessment standards
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to formulate feasible infection control measures using nursing knowledge and professional analysis; and Ability to evaluate the infection control measures regularly, update relevant guidelines, and ensure the environmental safety of the institution.
Remark	Refer to Code of Practice Ch. 12.2 (Infection Ordinance).

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Title	Formulate Guidelines on Data Management
Code	106170L5
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of management tasks. This competency involves the ability of critical analysis and reorganization of relevant information. Employees are required to formulate guidelines on data management, legally collect, store, access and manage data, and manage the data system of the institution effectively, so as to protect the interests of institution and service users .
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on document and data management</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand data and documents relevant to the institution's service, including <ul style="list-style-type: none"> ○ Service content ○ Service operation and activities ○ Letters, documents, mails related to services ○ Personal data of elderlies ○ Staff record (such as appraisals and complaints) ○ Meeting minutes ○ Implementation of proposals • Understand which departments, ranks or job positions (within or beyond the institution) various documents and data are distributed and circulated to • Understand the procedures relevant to data collection, storage, access and amendment • Understand the Personal Data (Privacy) Ordinance • Understand the Code of Practice for Residential Care Homes for the Elderly • Understand the relevant service quality standards set by regulatory authorities <p>2. Formula guidelines on data management</p> <p>Be able to</p> <ul style="list-style-type: none"> • Formulate relevant guidelines according to specific scopes of data management • Formulate procedures of data collection, for example <ul style="list-style-type: none"> ○ Draft the various types of information needed to be collected ○ Classify service information • Formulate the procedures of data storage, for example, <ul style="list-style-type: none"> ○ Format of saved documents ○ System for document editing, including dates on which documents are created and revised, indices of classification, and document numbers ○ Security and storage location ○ Storage duration and destruction procedures • Formulate the procedures of data access, for example, <ul style="list-style-type: none"> ○ Compliance with relevant laws ○ Signature records of staff members who have read the documents in circulation ○ Restricted documents for specific personnel only ○ Identify confidential documents • Formulate procedures of data amendment, for example, <ul style="list-style-type: none"> ○ Person in charge of amendment ○ Stamp on the date of cancellation and modification

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	<ul style="list-style-type: none"> • Build channels to announce the guidelines on data management to arouse awareness among service users and the community, including <ul style="list-style-type: none"> ◦ Service leaflets ◦ Notice boards ◦ Putting up posters or notices • Ensure the recorded and stored information are accurate, submit to regulatory authorities in timely fashion as required • Evaluate and modify the relevant guidelines regularly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure data managed are in line with the needs and requirements of the regulatory authorities • Comply strictly with the Personal Data (Privacy) Ordinance when managing personal data
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to formulate guidelines on data management, legally collect, store, access and manage relevant information; and • Ability to formulate a mechanism to evaluate the guidelines of the institution on data management regularly, and to make suggestions for improvement or optimization.
Remark	

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Functional Area - Management

Title	Design Information Technology Management System
Code	106171L5
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for the management of the information technology system. This competency involves creativity and the ability to make judgment. Employees are required to devise a management plan for the procurement, installation, configurations and examination of the information technology system according to the institution's operational strategy and needs, in order to enhance the operational efficiency of the institution.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on data and information technology system management</p> <p>Be able to</p> <ul style="list-style-type: none"> • Manage data of the institution <ul style="list-style-type: none"> ○ Understand the operational strategy and needs of the institution ○ Understand the range of data collected or generated within the institution ○ Understand the relevant procedures of data collection, storage, access and amendment ○ Understand how data are circulated in the institution ○ Understand the Personal Data (Privacy) Ordinance • Knowledge on information technology management system <ul style="list-style-type: none"> ○ Knowing the functions and properties of the information technology system of the institution ○ Understand the skills to repair various information technology systems ○ Understand the causes of different kinds of failure in information technology system and ways to prevent them ○ Understand the methods to manage information technology entities ○ Understand the information technology systems used by other institutions and in other countries <p>2. Design information technology management system</p> <p>Be able to</p> <ul style="list-style-type: none"> • Formulate the guidelines on the selection/adoption of information technology system for the institution, according to various consideration factors, ensuring the most appropriate system is selected, for example, <ul style="list-style-type: none"> ○ Operational needs of the institution ○ Information technology system adopted by other institutions and countries ○ Analyse the advantages and limitations of the system ○ Impact on the operation of the institution ○ The financial and human resources of the institution • Formulate a detailed plan and procedures regarding the procurement of information technology system, for example, <ul style="list-style-type: none"> ○ Points to note when purchasing the system ○ Order of priority for installation ○ Repair and maintenance ○ Details of configurations • Formulate methods to promote system utilization among relevant staff/units, for example,

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Functional Area - Management

	<ul style="list-style-type: none"> ○ Explain to staff the types, functions, properties of the information technology system ○ User manual • Formulate the plan and procedures of checking the system and evaluation its performance, including <ul style="list-style-type: none"> ○ Timetable for routine check-up ○ Channel to collect feedbacks ○ Evaluation meeting • Formulate a contingency plan in case of emergency • Ensure that the system records and stores data properly, preventing data breaches or being hacked in <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the importance of a comprehensive information technology system scheme to the operation of the institution • Comply with the Personal Data (Privacy) Ordinance when handling personal data
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to formulate a clear information technology management plan, according to the institution's needs, enhancing the operational efficiency of the institution; and • Ability to ensure the system operates efficiently, to record and store data properly and to prevent data breaches.
Remark	

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Functional Area - Management

Title	Formulate a plan to introduce Assistive Technologies
Code	106172L5
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of medical facility management. This competency involves the ability of critical analysis and reorganization of relevant information. Employees are required to formulate a screening and assessment plan, according to the institution's needs in terms of medical services, ensure that the additional medical assistive technology is beneficial to elderlies, healthcare professionals, nursing staff and image of the institution.
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on medical services</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the nursing needs of elderlies, for example, <ul style="list-style-type: none"> ○ Service workflow ○ Scope of service, including examination, clinical care, personal care, physical manual labour (such as lifting and transferring), and therapeutic equipment ○ Medical, nursing and rehabilitative procedures ○ Benefits to elderlies and the institution's services • Understand the relevant knowledge on medical assistive technologies, for example, <ul style="list-style-type: none"> ○ Advantages of medical assistive technologies ○ Relevant scientific researches and demand on related human resource ○ Adoption rate and how common they are within the industry ○ Professional skills and staff required ○ Repair and maintenance ○ Application and utilization rate of medical and rehabilitation facilities ○ Cost effectiveness • Understand the importance of incorporation of medical assistive technology to the improvement of organizational service • Understand the medical facilities adopted by other institutions and countries <p>2. Formulate a plan to introduce medical assistive technologies</p> <ul style="list-style-type: none"> • Select the appropriate medical assistive technologies, according to the needs of service users, target elderlies and staff; formulate the consideration factors, including <ul style="list-style-type: none"> ○ How desperate the need is ○ Utilization rate, storage space, durability ○ Professional opinions from healthcare professionals or nursing staff ○ Benefits to elderlies and services of the institution ○ Corresponding requirement on manpower and professional skills needed ○ Cost effectiveness • Compare with and refer to medical facilities adopted by other institutions and countries, communicate with other operators within the industry to acquire the latest information on market development and the technology • Formulate the procedure of procuring the technology, including quotation, approval, configuration, repair and maintenance • Formulate staff training scheme, ensuring that the staff understand how to use it • Formulate procedures to monitor and control the use of the technology

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	<ul style="list-style-type: none">• Collect the user opinions from healthcare professionals or nursing staff after the introduction of medical assistive technology• Evaluate its overall benefits to the institution and cost effectiveness <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Screen and assess relevant medical technologies objectively before making an informed, educated choice
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to formulate a plan to systemically screen and assess medical assistive technologies, according to the institution's needs in terms of medical services; and• Ability to ensure the plan allows the institution to bring in useful, reliable and appropriate medical assistive technologies, and evaluate the overall costs and benefits of the introducing the medical assistive technologies to the institution's services.
Remark	

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Functional Area - Management

Title	Formulate Human Resources Management Policy
Code	106173L5
Range	This unit of competency is applicable to employees in the elderly care service industry who are in charge of human resource management. This competency involves the ability of critical analysis, reorganization, assessment and integration of information from various sources. Employees are required to formulate appropriate and effective human resource management strategy, according to the objectives and resources of the institution, reduce staff turnover and prevent manpower shortage, to cope with the development of service in the institution.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on human resource strategy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the overall objectives of the institution, including: <ul style="list-style-type: none"> ○ Organization framework and duties of various departments ○ Overall operational direction and strategy ○ Requirements on operational quality • Understand the current relevant legal regulations on human resources • Understand the status, characteristics and prospect of the overall labour market in general, and in the elderly care service industry specifically • Understand the operation and resources in the institution, including: <ul style="list-style-type: none"> ○ Financial condition ○ Operational cost ○ Annual funding ○ The percentage of operational cost spent on staff expenses • Understand the workflow and operation properties in the elderly care service industry, including <ul style="list-style-type: none"> ○ Manpower allocation in various departments ○ Ability requirement in various positions ○ Shift system ○ working overtime ○ working on holidays <p>2. Formulate human resource management policy</p> <p>Be able to</p> <ul style="list-style-type: none"> • Analyse staff turnover in the institution; the demand and supply in the labour market • Assess the future trend of salary and welfare in the labour market, in order to evaluate the remuneration system of the institution • Evaluate the current recruitment direction and manpower deployment within the institution • Formulate future manpower plan according to the operation and resources of the institution • Assess staff's needs in terms of training and career development; consider the availability of corresponding resources • Compose a report, and present findings / recommendations to the executive committee • Evaluate regularly the human resource management policy of the institution, ensuring that the policy keeps abreast of the time

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Ensure that the relevant laws are strictly adhered to when formulating human resource policy
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to formulate human resource management policy according to the institution's overall development plan, operational objectives and available resources; and• Ability to ensure the formulated human resource policy is in line with the institution's development plan, to reduce staff turnover and prevent manpower shortage.
Remark	

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Functional Area - Management

Title	Formulate Team Management Policy
Code	106174L5
Range	This unit of competency is applicable to employees in the elderly care service industry who are in charge of management tasks. This competency involves the ability of critical analysis, reorganization, assessment and integration of information from various sources. Employees are required to formulate team management policy, according to the institution's development plan and social demand for elderly care service with an aim to form a highly efficient team and promote the development of the institution.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on team management</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Understand the current social demand for elderly care service • Understand the development plan for services, current problems and risks encountered by the institution • Understand the roles and duties of different team members in the institution • Understand the various methods and skills to motivate staff and build team spirit • Understand various ways to conduct strategic analysis, including <ul style="list-style-type: none"> ○ SWOT (Strength, Weaknesses, Opportunities & Threats) ○ PESTEL (Political, Economic, Social, Technical, Environmental and Legal) <p>2. Formulate team management policy</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Select the appropriate method of strategic analysis, analyse the development direction of the institution and the social demand for elderly care service, in order to form the appropriate team • Formulate the objectives of the team and its mission, including <ul style="list-style-type: none"> ○ Tasks and requirements ○ Roles of members ○ Shared values and missions • Formulate the teams operational tasks, plans, duties and goals • Formulate a reporting system to monitor team progress, in order to guarantee objectives are reached step-by-step • Formulate performance indicators to assess the team effectiveness and benefits to the institution • Formulate a team reward system to motivate the team to perform well • Give the team authority and power, resources and room for development, allowing the members to realize their full potentials • Formulate appropriate training scheme for team members, assisting them to grow and prosper • Build team culture, including senses of identity and belonging, spirit of collaboration, diligence and dedication • Evaluate regularly the team management policy, in relation to the institution's development direction <p>3. Exhibit professionalism</p>

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Functional Area - Management

	<p>Be able to</p> <ul style="list-style-type: none">• Formulate policy that suits the mode and culture of teamwork; motivate team members and develop team spirit, so as to promote the development of the institution
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to analyse the institution's development direction and the social demand for elderly care service, formulate team management policy, and form highly efficient team, so as to sustain the institution's development.
Remark	

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Functional Area - Management

Title	Formulate Staff Performance Appraisal Policy
Code	106175L5
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of human resource management. This competency involves the ability of critical analysis and reorganization of relevant information. Employees are required to formulate objective, fair and sustainable performance assessment criteria for staff, according to the institution's service quality and standards, enhancing the overall work performance of staff, in order to continuously improve the service of the institution.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on staff appraisal</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the institution's service quality and standards • Understand human resource policies, procedures and mechanisms • Understand the functions and importance of staff performance appraisal, such as <ul style="list-style-type: none"> ○ Identify room for improvement in staff's performance ○ Provide continuous monitoring and supervision ○ Formulate staff's needs in terms of training and career development ○ Elevate efficiency of the institution or department • Understand all job positions and rankings within the institution, including <ul style="list-style-type: none"> ○ Frontline staff ○ Healthcare professionals ○ Management ○ Administrative staff • Understand the scope of work, performance standards and techniques required in different job positions • Understand relevant professional code of conduct • Understand system, standards and content of staff performance appraisal, including <ul style="list-style-type: none"> ○ Assessment standards and definitions ○ Modes, methods, procedures of assessment ○ Requirements on staff conducting appraisal ○ Duration of assessment ○ Reward/punishment mechanism ○ Appeal mechanism for staff being assessed ○ Requirements on compilation of assessment report • Understand relevant laws and regulations set by the government and regulatory authorities regarding handling staff assessment • Understand standards of staff performance appraisal in other institutions <p>2. Formulate policies of staff assessment</p> <p>Be able to</p> <ul style="list-style-type: none"> • Compile a list of assessment modules according to relevant standards, such as <ul style="list-style-type: none"> ○ Knowledge, professional ability ○ Efficiency ○ Performance ○ Diligence ○ Attitude at work, such as taking initiative

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	<ul style="list-style-type: none"> ○ communication skills ○ Relationship with the team ○ Keenness on pursuing continuous education and registration requirements ○ Personal conduct • Formulate assessment methods of performance assessment, including, <ul style="list-style-type: none"> ○ Assessments by supervisors, peers and subordinates ○ Opinions of service users ○ Self-evaluation • Formulate relevant executive procedures and guidelines according to assessment standards, such as <ul style="list-style-type: none"> ○ Rewards/punishment and mechanism for salary review ○ Ladder of promotion and staff training ○ Disciplinary punishment, appeal mechanism and procedures • Set the time and frequency of assessment • Provide training for supervisor and assessors, announce the training content to increase transparency of the appraisal system • Write entry guidelines for new staff to follow so that they understand the requirements for each post • Refer to staff assessment standards of other institutions and countries to formulate objective standards • Regularly monitor and review staff assessment standard, update and amend according to needs of the institution and legal requirements <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Formulate policies of staff assessment objectively and strike a balance between the benefits of the institution and its staff
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to formulate policies and standards for objective staff appraisal; ensure fair and unbiased policies to enhance overall staff performance; and • Ability to monitor and review staff assessment standards to meet the development direction of the institution.
Remark	

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Functional Area - Management

Title	Design Staff Training and Development Plan
Code	106176L5
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of human resource management. This competency involves the ability of critical analysis and making judgment. Employees are required to formulate staff training and development plan that enhances staff's skills and knowledge; help develop the institution's services according to the development goal and available resources of the institution .
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on staff training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the requirements on different job positions in the institution regarding their skills and abilities • Understand human resource policies, procedures and assessment mechanism in the institution • Understand staff qualifications recognized by the government or professional institutions • Understand the importance of staff training to the institution's development, such as <ul style="list-style-type: none"> ○ Enhance staff's skills and knowledge ○ Introduce new ideas or knowledge ○ Chances of extending the use of technology in work settings ○ Catch up with expanding services. • Understand the courses that improve staff's skills • Understand available resources, including time and money • Understand the training plans provided by government or recognized training institution in the community <p>2. Formulate development plans for staff training</p> <p>Be able to</p> <ul style="list-style-type: none"> • Analyse the directions of staff training and the institution's development, consider factors like: <ul style="list-style-type: none"> ○ Performance assessments ○ Staff interviews and comments ○ Training needs in terms of duties and professional skills ○ Discrepancy between staff's abilities and supervisor's expectations ○ Internal promotion scheme ○ Development strategies of the service unit ○ Professional requirements or qualifications • Select a proper mode of training according to special needs of the department, staff's ability to provide internal training, characteristics of abilities required and training available in the market, such as: <ul style="list-style-type: none"> ○ Internal training of the institution ○ Continuous education after work ○ On-the-job training. • Provide communication channels to collect staff's opinions; ensure the training provided is appropriate and useful to their needs • Allocate resources for staff training to ensure sufficient resources when formulating annual plans

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	<ul style="list-style-type: none"> Analyse current resources provided by the institution to identify the training modules, target trainees, order of priority, and criteria to determine training quotas for each department Formulate templates for staff training and development records, as well as the conditions upon which training is provided, such as trainees' obligation to share the training information with other staff members after training, and the commitment of staying in the institution for a specified duration of time. Ensure there is sufficient manpower in different departments for proper running of the institution during the training period Assess the effectiveness of staff training to ensure staff acquire expected techniques and knowledge from the training Review the effectiveness of staff training programme regularly and make adjustments when necessary Keep in touch with relevant training or academic organizations and government departments to maintain friendly relationship for cooperation <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Ensure the training and development programme helps improve staff's knowledge and skills, while meeting the needs of institution and development trend within the industry Allocate staff training resources in an objective, unbiased and fair manner Recognize the positive effects of upskilling training in terms of staff performance and streamlining the workflow, encourage staff to participate in training, so as to elevate their personal abilities, and the service quality of the institution
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to formulate staff training development programme; provide opportunities for staff to acquire training and further education according to development goals of the institution; and Ability to review the effectiveness of staff training and optimize the programme accordingly.
Remark	

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Functional Area - Management

Title	Implement Financial Management Policy
Code	106177L5
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of financial management. This competency involves the ability of critical analysis, reorganization, assessment and integration of information from various sources. Employees are required to formulate financial management policies to enhance operating efficiency of the institution and control operating cost according to operating conditions of the institution .
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on financial management</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the goals of financial management and accounting standards • Understand analysis on financial statements • Understand financial planning and budget forecast • Understand the elements of capital budgeting • Understand operating costs and budget of service unit • Understand relevant standards on service quality as stipulated by regulatory authorities and laws, including <ul style="list-style-type: none"> ○ Service Quality Standards (SQS) and Criteria ○ Funding and Service Agreements (FSAs) and Service Documents (SDs) ○ Lump Sum Grant Manual ○ Lotteries Fund Manual <p>2. Formulate financial management policies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Assess the financial needs of different departments and allocate funds accordingly • Calculate operational budgets of different units, including <ul style="list-style-type: none"> ○ Recurrent expenditure ○ Service expenditure ○ Staff expenditure (including salaries, welfare, subsidies and MPF etc.) ○ Nonrecurring expenditure ○ contingency reserve • Formulate clear procedures regarding financial issues, such as: <ul style="list-style-type: none"> ○ Approval procedures of high-value expenses ○ Petty cash ○ Financial authority of each unit, such as upper limit of expenses without approval from finance office ○ Construction and facilities ○ Small-scale maintenance work • Design template forms for managing financial resources (including authorization regarding financial resources, entrustment and approval) and financial monitoring • Identify responsibilities of financial staff • Formulate measures to avoid conflicts of interest, such as requiring all financial executive committee member to declare any potential conflicts of interest • Perform internal review and hire external auditor to review the accounting books • Formulate content of financial report and items to be included

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	<ul style="list-style-type: none">• Ensure the financial records are properly stored and updated, so that authorized personnel of regulatory authorities and Audit Commission may review any time• Review and monitor the institution's financial status regularly, improve operating efficiency to better utilize the resources and prevent abuse or fraudulent behaviours <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Ensure long-term benefits of the institution when formulating financial management policies• Adopt professionalism, deter any abuse or fraudulent behaviour by means of financial management policies and measures
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none">• Ability to analyse thoroughly and assess the institution's status in terms of service provision, formulate relevant financial management policies, allocate resources effectively to enhance operating efficiencies of the institution.
Remark	

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Functional Area - Management

Title	Compose Resource planning Proposal
Code	106178L5
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of financial management and administration. This competency involves the ability of critical analysis and assessment. Employees are required to compose resource planning proposal according to the institution's development direction; and obtain the resources required to support such development in order to optimize and diversify the services provided by the institution.
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on financial support plans</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the institution's development direction in terms of services provided by such as: <ul style="list-style-type: none"> ○ Room for service expansion ○ Innovative service development ○ Required resources ○ Demand for services • Understand the institution's financial strategies and operational budgets • Understand different institutions providing funding, such as charity funds, government departments, private sponsors and how to apply for collaboration with other institutions • Understand how to compose proposal and plans to apply for resources <p>2. Compose resources planning proposal</p> <p>Be able to</p> <ul style="list-style-type: none"> • Select proper sources to apply for funding and resources according to the institution's development direction in service terms; analyse their objectives, target domain of subsidy/collaboration, and nature of services for subsidy/collaboration (such as elderly care or young drug addicts) and what expenses are covered (such as manpower cost) and respective application procedures • Collect information on various sources of funding and resources, and compare them to select an appropriate institution, consider factors like: <ul style="list-style-type: none"> ○ Background of the funding institutions ○ Projects and scopes of subsidy/collaboration ○ Approval procedures ○ Regulations and conditions ○ Application deadline and timeframe • Compose application proposal to meet the scope of funding, requirements and conditions of the respective funds such as: <ul style="list-style-type: none"> ○ Application forms and attachments ○ Introduction of the institution/unit, especially its professional abilities ○ Service requirements ○ target service users, their eligibility and procedures of application • mode of delivering service <ul style="list-style-type: none"> ○ Required manpower and resources ○ Operational budget, including costs incurred and fees collected

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	<ul style="list-style-type: none"> ○ Deliverables, such as service hours and numbers of users benefitting from such service ○ Service timeframe and duration ○ Review and monitoring mechanisms • Follow up with the approval status of application • Submit reports regularly to funding institutions to ensure the funding is used properly and possibly to secure future funding continuously <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Adopt professionalism, deter any abuse or fraudulent behaviour
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to analyse the institution's development direction; select appropriate sources for funding and resources to apply for; and • Ability to compose application letters that meet eligibility, requirements and funding conditions; obtain required resources to support service development and expansion of the institution.
Remark	

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Functional Area - Management

Title	Manage Financial Information (of the Institution and Elderlies)
Code	106179L5
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of financial management. This competency involves the ability of critical analysis and assessment. Employees are required to analyse and assess financial information and data of the institution; ensure proper collection, storage and application of financial information for sound financial management.
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on financial management</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the goals and accounting standards of financial management • Understand the financial functions and operational status of various units • Understand methods to collect, store and apply financial information • Understand the laws and service quality standards, including <ul style="list-style-type: none"> ○ Service Quality Standards (SQS) and Criteria ○ Funding and Service Agreements (FSAs) and Service Documents (SDs) ○ Lump Sum Grant Manual ○ Lotteries Fund Manual <p>2. Manage financial information (of the institution and elderlies)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Formulate procedures and system to manage financial information, such as: <ul style="list-style-type: none"> ○ Issue formal receipts ○ Manage and handle the loss of cash, cheques and valuables ○ Issue cheques and handle authorization ○ Keep bank account records ○ Keep petty cash records ○ Maintain payment approval records ○ Maintain salary payment records ○ Keep profit and loss records of activities hosted by the institution ○ Maintain fixed assets registry ○ Maintain accounting books • Ensure financial information are stored in a fireproof and lockable file cabinet or safe, and only the top management or authorized personnel have access to the key • Appoint representatives from every unit/department to peruse, sign, approve and check the financial information • Formulate a timeline for routine financial information update to ensure data is reliable and accurate, such as: <ul style="list-style-type: none"> ○ time slot for daily deposit of funds ○ Timeframe for each unit/department to submit information to finance office • Establish standards for unit to report financial information; ensure coherence and consistency throughout the institution • Study and review the current financial management and information system to identify room for improvement

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	3. Exhibit professionalism Be able to <ul style="list-style-type: none">• Ensure the financial information provided is accurate
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: <ul style="list-style-type: none">• Ability to establish a system and procedures for managing financial information; collect, store and apply financial information properly; and• Ability to manage financial information properly and provide reliable and accurate financial information to relevant departments.
Remark	

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Functional Area - Management

Title	Formulate Guidelines on Environmental Safety
Code	106180L5
Range	This unit of competency is applicable to employees in the elderly care service industry performing management tasks. This competency involves the ability of critical analysis and integration of information. Employees are required to formulate relevant safety guidelines according to the institution's environment, service workflow and target service users, so as to ensure the safety of elderlies, staff and visitors.
Level	5
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant information on environmental safety</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the institution's environment, service workflow and target service users • Understand the scope of environmental safety guidelines, such as: <ul style="list-style-type: none"> ○ Elderlies' activity areas ○ Office ○ Kitchen ○ Public areas ○ Environmental hygiene and cleaning ○ Fire service facilities ○ Typhoons and rainstorms arrangement ○ Occupational safety ○ First-aid equipment ○ Medication management ○ Management of hazardous materials ○ Infection control ○ Perform outdoor work and activities ○ Handle severe incidents • Understand the importance of environmental safety to the institution • Understand relevant standards as stipulated by regulatory authorities and relevant laws, such as: <ul style="list-style-type: none"> ○ Service Quality Standards (SQS) and Criteria ○ Fire Service Ordinance ○ Traffic and occupational guidelines under typhoon and rainstorm signals ○ Guidelines on preventing infections ○ Occupational Safety and Health Ordinance ○ Code of Practice <p>2. Formulate environmental safety guidelines</p> <p>Be able to</p> <ul style="list-style-type: none"> • Analyse the institution's environment, service workflow and target service users; formulate relevant guidelines according to the potential risks and safety concerns in different environments • Formulate the procedures for regular repair and maintenance of service facilities in the institution (such as electrical appliances, transportation vehicles and lifts) to ensure they function properly; compile a list of items that needs repair and maintenance • Employ qualified drivers for transportation vehicles who should observe all safety measures and traffic regulations at all times

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	<ul style="list-style-type: none"> Formulate plans for emergency evacuation, such as: <ul style="list-style-type: none"> Conduct a fire drill every six months; formulate procedures to ensure all fire safety equipment and facilities function properly; and to make sure fire escape routes are clear Display a map of escape routes in times of fire/emergencies Document and store fire safety information properly; allow fire service department/staff from regulatory authorities to inspect at any time Provide written procedures to handle emergencies (such as electricity outage, typhoon, fire, or elderlies wandering) and ensure all staff member know how to react in times of emergency Formulate staff training to ensure staff understand and follow the guidelines on occupational safety and daily environmental safety Formulate procedures to handle accidents or injuries and keep relevant records Perform environmental safety assessment regularly, handle potential risks properly and amend relevant guidelines when necessary Review environmental safety guidelines and keep copies of the document in every service unit for staff to access <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Consider safety of elderlies and staff when formulating guidelines on environmental safety of the institution Ensure the environmental safety guidelines meet relevant standards as stipulated by regulatory authorities and laws
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to analyse the institution's environment, service workflow and target service users, formulate safety guidelines for different environments, review them regularly and amend them when necessary; Ability to formulate relevant training programme on environmental safety for staff; ensure they understand and follow safety guidelines of the institution; and Ability to ensure all environmental safety guidelines formulated by the institution meet relevant standards as stipulated by regulatory authorities and laws.
Remark	

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Functional Area - Management

Title	Formulate Guidelines in Occupational Safety and Health
Code	106181L5
Range	This unit of competency is applicable to employees in the elderly care service industry who perform management tasks. This competency involves the ability of critical analysis and integration of information. Employees are required to formulate relevant guidelines on occupational safety and environmental protection according to the institution's working environment and nature; ensure staff's safety and health; build a corporate culture of occupational health among staff; and instil the concept of resource preservation among them, so as to reduce wastage.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on occupation safety and health, as well as environmental protection</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the institution's status in terms of occupational safety, such as <ul style="list-style-type: none"> ○ Number of occupational injuries ○ Common accidents ○ High-risk occupations ○ Number of sick leave and medical consultations ○ Staff's awareness and knowledge on occupational safety and health, as well as environmental protection • Understand knowledge related to occupational safety and health and how it can be applied, such as <ul style="list-style-type: none"> ○ Scope of coverage, including office, kitchen. ○ Proper use of electrical appliances and kitchen utensils ○ Heavy manual labour ○ First-aid equipment ○ Proper use of assistive tools • Understand measures of environmental protection and how resources are used in the institution, such as <ul style="list-style-type: none"> ○ Monthly power consumption ○ Water consumption ○ Use of consumable items, such as paper, toilet rolls ○ Use of disposable items • Understand environmental knowledge related to the institution and how to apply it, such as: <ul style="list-style-type: none"> ○ Scope of coverage, including lighting, waste disposal and power consumptions, etc. ○ Reduce wastes ○ Categorise garbage for recycling ○ Use air-conditioning wisely ○ Preserve resources • Understand the standards and rules as stipulated by regulatory authorities and laws related to occupational safety and health, and environmental protection, such as: <ul style="list-style-type: none"> ○ Service Quality Standards(SQS) and Criteria ○ Code of Practice ○ Occupational Safety and Health Ordinance ○ Occupational Safety and Health (Display Screen Equipment) Regulation

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	<ul style="list-style-type: none"> ○ Environmental legislation <p>2. Formulate guidelines on occupational safety and health, as well as environmental protection</p> <p>Be able to</p> <ul style="list-style-type: none"> • Analyse and investigate the institution's status with respect to occupational safety and health; formulate relevant guidelines on occupational safety and health according to working environment and nature of different job positions, such as <ul style="list-style-type: none"> ○ Work arrangement during typhoons and rainstorms ○ guidelines for heavy lifting or manual labour ○ Guidelines of outdoor work especially under heat warning ○ Procedures for handling hazardous materials, such as diluting bleach ○ Guidelines and procedures on first aid care ○ Methods and procedures of using electrical appliances and kitchen utensils ○ Guidelines on using assistive tools ○ Handling violence in the workplace • Formulate a reporting mechanism for occupational injuries, consolidate the number and records for easy review and follow-up discussions • Understand knowledge on environmental protection and how it can be applied; analyse working environment of the institution, and formulate environmental protection measures, such as <ul style="list-style-type: none"> ○ Reduce number of photocopies; make it mandatory to copy on both sides of each sheet of paper ○ Categorize and recycle garbage ○ Set indoor air-conditioning temperature wisely ○ Reduce power consumption • Formulate staff training materials, arouse their awareness regarding occupational safety and health, and environmental protection; ensure staff take relevant measures at work • Appoint representatives from every unit/department to coordinate and implement measures of occupational safety and health and environmental protection within their unit/department • Collect and relay relevant information on occupational safety and health and environmental protection to enrich staff's knowledge in those regards, such as <ul style="list-style-type: none"> ○ Health education leaflets and posters ○ Health website ○ Activities and courses <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure all guidelines on occupational safety and health and environmental protection follow relevant standards as stipulated by regulatory authorities and laws
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to formulate feasible guidelines on occupational safety and health and environmental protection according to the working environment and nature of the institution; and • Ability to prepare training materials regarding occupational safety and health and environmental protection; ensure staff follow and implement relevant measures at work.
Remark	

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Functional Area - Management

Title	Formulate Guidelines to Handle Staff Accidents or Injuries
Code	106182L5
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for nursing care and management tasks. This competency involves the ability of critical analysis, reorganization, assessment and integration of information. Employees are required to analyse staff's job nature and their respective risks of injuries; formulate relevant guidelines to handle accidents or injuries and emergencies, so as to ensure staff members involved in accident or injuries are handled and cared for properly.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on staff accidents or incidents</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand records of staff accidents or incidents in the institution • Understand different categories of general staff accidents or injuries and their causes, including <ul style="list-style-type: none"> ○ Falls, compression injuries, electric shock, fire, burn, cuts ○ Injuries due to operating machines ○ Traffic accidents ○ Injuries due to lifting heavy objects, lifting elderlies and other physical labour • Understand common accidents and their causes in elderly care service industry • Understand relevant handling procedures of common staff accidents or injuries and methods to prevent them, such as <ul style="list-style-type: none"> ○ Guidelines and emergency measures ○ First aid procedures ○ Safety management system ○ Reporting mechanism of occupational injuries ○ occupational health and safety plan ○ Personal protection equipment • Understand emergency measures in handling accidents of the institution, <ul style="list-style-type: none"> ○ Fire service facilities and locations of first aid kits ○ emergency escape routes ○ Guidelines on handling violence in the workplace. <p>2. Formulate guideline on handling staff accidents or injuries</p> <p>Be able to</p> <ul style="list-style-type: none"> • Analyse the institution's records of staff accidents or injuries, identify categories of accidents and injuries common among staff; formulate relevant guidelines and procedures on handling incidents, such as <ul style="list-style-type: none"> ○ First-aid procedures ○ Report to supervisor immediately ○ Call police or ambulance ○ Arrangement on manpower ○ Emergency evacuation ○ Referral and medical consultation ○ Insurance claims • Assess the risk of injuries of different job positions, identify high-risk group and formulate guidelines specifically for them

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	<ul style="list-style-type: none"> Formulate staff training materials to ensure they understand the measure to handle accidents and injuries Formulate mechanism to report accidents and injuries; ensure relevant accidents and injuries are handled timely and followed up properly Formulate templates to document and report staff accidents and injuries; ensure they are filed and stored properly for review and analysis Review those guidelines on handling incidents regularly and amend them when necessary, to ensure they are up-to-date <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Ensure the formulated guidelines on handling staff accidents and injuries can effectively prevent accidents
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to formulate feasible guidelines on handling staff accidents and injuries so that staff can handle and manage properly according to the guidelines when there is accident; and Ability to formulate a reporting mechanism for workplace accidents and injuries; ensure supervisors are informed immediately; document relevant information of staff accidents and injuries properly for follow-up actions.
Remark	

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Functional Area - Management

Title	Formulate Risk Management Solutions
Code	106183L5
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of risk management tasks. This competency involves critical analysis, reorganization, assessment and integration of information. Employees are required to formulate risk management solutions according to the institution's status with respect to service provision while leveraging relevant knowledge and techniques, so that potential problems or crises can be detected early on, and ultimately be prevented and resolved properly.
Level	5
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on risk management</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the institution's status with respect to service provision, including mode of services, daily operation, environment and facilities, target service users and staff • Understand the importance of risk management, including <ul style="list-style-type: none"> ○ Risk prevention ○ Avoid or minimize loss • Understand different levels of risk management and the techniques required for their formulation including <ul style="list-style-type: none"> ○ Assess potential problems ○ Formulate action plan ○ Formulate concrete implementation plan <p>2. Formulate risk management solutions</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform comprehensive risk assessment according to the institution's situation, including <ul style="list-style-type: none"> ○ Environmental risks, such as bursting water pipes, blockage of toilet drain ○ Risks in using facilities, such as medical equipment, malfunctioning of rehabilitative devices ○ Risks related to procedures of service provision, such as outbreak of infections, possible accidents related to outdoor activities ○ Risks of transportation, such as traffic congestion, traffic accidents ○ Risks management for staff, such as staff injuries, unusually high percentage of staff applying for leaves of absence at the same time ○ Risks of service users, such as elderlies injuring others, elderlies wandering and gone amiss ○ Risks of unexpected incidents, such as fire, burglary, gas leakage, suspension of water • Formulate relevant solutions according to every item in the risk assessment, including: <ul style="list-style-type: none"> ○ Preventive measures ○ Concrete and realistic steps to implement the solutions and handle the risks ○ Follow-up procedures ○ Mode of documentation. ○ Refer to failure mode and effect analysis (FMEA) • Explain relevant risk management solution to the management and ensure every unit/department and its staff implement the relevant measures as required

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	<ul style="list-style-type: none"> • Ensure the institution purchases enough insurance coverage yearly, covering various risks, such as public liability and employees' compensation, so as to protect service users and staff • Formulate safety mechanisms and inspection timetable for different important facilities, ensure maintenance and yearly inspection are performed by professionals or qualified technicians, such as <ul style="list-style-type: none"> ○ Lift and fire safety facilities ○ Medical equipment, such as oxygen supply, sputum suction devices ○ Staircase lifts and transferring machines • Discuss daily operation with different units to identify any potential risk and formulate relevant risk management solutions • Review risk management solutions regularly to ensure they are in line with the latest development of the institution <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Consider factors from various perspectives; formulate risk management plan and solutions that the negative impacts of accidents on the institution's operation, in order to protect its benefits
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to perform risk assessment and formulate different risk management plans according to the institution's status in terms of service provision; and • Ability to review risk management plans regularly to ensure they are in line with the latest development of the institution.
Remark	

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Functional Area - Management

Title	Manage Risks
Code	106184L5
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of risk management. This competency involves the ability of critical analysis and assessment. Employees are required to analyse the situation when danger happens and work out an order of priority in risk management according to the institution's risk management plan; implement relevant measures to minimize the loss to the institution and disruptions on its services.
Level	5
Credit	9 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on risk management</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand risk management plan of the institution • Understand the importance of risk management, including <ul style="list-style-type: none"> ○ Risk prevention ○ Avoid or minimize loss • Understand techniques of risk management, including <ul style="list-style-type: none"> ○ Assess and identify potential risks ○ Ways to prevent risks ○ Ways to analyse levels of risk ○ Ways and procedures to handle risks ○ Measures to prevent recurrence of risk <p>2. Risk management</p> <p>Be able to</p> <ul style="list-style-type: none"> • Analyse the occurrence of risk and level of danger; arrange staff to implement relevant procedures and measures according to risk management plan, such as <ul style="list-style-type: none"> ○ Send elderlies home safely in case of typhoons or rainstorms and inform their families ○ Implement prevention measures for flu at peak season ○ Call police when elderlies have gone missing, provide relevant information and contact their families ○ Handle complaints from service users and follow up • Immediately review relevant process after handling risk to ensure the measures are effective; otherwise, amend the risk management plan to avoid recurrence of similar incidences • Document and file relevant procedures and information properly for review and follow-up actions in future • Conduct staff training to ensure they understand relevant risk managing measures and implement them correctly • Assess status of service provision, identify any risks and provide suggestions to management to manage them • Ensure the institution's risk prevention measures are effective in reducing risk and losses, such as <ul style="list-style-type: none"> ○ Arrange professionals or qualified technicians to conduct check-ups, regular maintenance and yearly inspections on important facilities ○ Make sure staff follow guidelines on occupational safety and health and environmental protection to avoid injuries

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	<ul style="list-style-type: none"> ○ Purchase enough insurance coverage on yearly basis <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Strike a balance among the benefits of institution, service users and staff when managing risk using professional judgment
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to analyse the risk when danger occurs, prioritize risk management and implement risk management plan of institution; and • Ability assess the institution's status regarding service provision and review risk handling process, so as to make suggestions to management for improvement.
Remark	

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Functional Area - Management

Title	Build Communication Channels between the Staff, Elderlies and their Families
Code	106185L5
Range	This unit of competency is applicable to employees in the elderly care service industry who are in charge of management tasks. This competency involves the ability of critical review, analysis and making judgment. Employees are required to establish day-to-day communication channels between the staff, elderlies and their families according to service mission, objectives, core values, goals and resources of the institution, so that staff have access to the opinions and needs of service users alongside any room for improvement in service, in a bid to enhance service quality.
Level	5
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge and skills required for staff members to communicate with with elderlies and their families effectively</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the mission, objectives, core values, goals and resources of the institution • Understand the institution's scope of services and procedures to deliver services <ul style="list-style-type: none"> ○ Target service users ○ Nature of services • Understand the theory and techniques of communication, such as <ul style="list-style-type: none"> ○ Functions of communication ○ Build a good communication channel ○ Techniques to use the right diction ○ Listen patiently and techniques to ask questions ○ Pros and cons of different communication channels • Understand techniques to formulate policies and procedures • Understand channels and ways to collect opinions from service users and their families <p>2. Formulate communication channels between staff, elderlies and their family</p> <p>Be able to</p> <ul style="list-style-type: none"> • Analyse the institution's scope of services and the way services are delivered, build communication channels between the staff, elderlies and their family, by means of <ul style="list-style-type: none"> ○ Publication of periodicals ○ Feedback boxes ○ Newsletter ○ Notice ○ Case meeting or interviews ○ Calls and emails • Construct flowcharts and executive guidelines of replying, following up, documenting and filing feedbacks; list the job position of the responsible staff and set a timeframe for handling the cases • Explain the communication channels and executive guidelines to all staff, elderlies and their families; assign staff members to be responsible for different tasks; ensure communication channels work well • Introduce communication channels to elderlies and their families, encourage them to use them and select appropriate channels to express their opinions • Monitor and review communication channels for their effectiveness and make amendments if necessary

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Respect opinions from the staff, elderlies and their family; respect their privacy • Handle every opinion from elderlies and their families with care and impartiality
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to build day-to-day communication channels between staff, elderlies and their families according to the service mission, objectives, core values, goals and resources of the institution; and • Ability to explain relevant communication channels and executive guidelines to all staff, elderlies and their family; allow them to select the appropriate channels to express their opinions; let staff have access to opinions from service users, so as to improve relevant services.
Remark	

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Functional Area - Management

Title	Implement Service Quality Standards (SQS) Policy
Code	106186L3
Range	This unit of competency is applicable to employees in the elderly care service industry who provide services. This competency involves the ability to make judgment. Employees are required to execute day-to-day work according to the institution's policies, procedures, and guidelines as stipulated in the SQSs to ensure the institution's day-to-day running complies with the standards set by the Social Welfare Department.
Level	3
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on implementing service quality standards (SQSs)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the SQSs of the institution/unit, including: <ul style="list-style-type: none"> ○ items included ○ criteria / performance markers to judge service quality ○ procedures and guidelines of service operation ○ standard templates and forms • Understand the importance and reasons for the institution to implement the SQSs <p>2. Implement service quality standards (SQSs)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Perform day-to-day tasks according to the SQSs of the institution/unit, including: <ul style="list-style-type: none"> ○ Ensure working procedures follow standards and guidelines ○ Help implement relevant procedures, such as inspection of service equipment regularly and inspection of environmental safety ○ Use relevant standard forms and templates for records and reporting, such as activity record forms, service application forms, feedback forms ○ Document required information properly, such as assessment records of service users, activity records, staff records ○ Collect and integrate the required data properly, such as numbers of participants in activities, numbers of members newly registered, and financial figures ○ Help produce relevant signs and documents, such as organization chart and instructions for environment management • Help monitor the implementation of policies, procedures and records relevant to the SQSs, and report to supervisor for follow-ups when necessary • Collect opinions on service according to consultation mechanism; take measure to make relevant improvements • Help organize relevant information when regulatory authorities audit service quality <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • understand the institution's service quality standards and strictly follow relevant procedures and guidelines
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to perform daily tasks according to the policies, procedures and records as stipulated by service quality standards of the institution/unit; and

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	<ul style="list-style-type: none">• Ability to assist implementation of service quality standards of organization and assist monitoring of conditions.
Remark	

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Functional Area - Management

Title	Provide Quality Client Service
Code	106187L3
Range	This unit of competency is applicable to the employees in the elderly care service industry who providing services. This competency involves the ability to make judgment. Employees are required to provide quality client services, according to the client management policies of the institution, so as to meet the needs of clients.
Level	3
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on quality client service</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand client management policies of the institution • Understand scope of services of the institution, including mission, objectives, core values and goals • Understand scope of service of the institution and workflow in service provision • Understand areas of examination in terms of the institution's client service, including, elderlies, their carers and families, staff and environments of the residential care home • Understand clients' needs • Understand the institution's operational strategies • Understand techniques required to provide quality client service, such as: <ul style="list-style-type: none"> ○ Discipline and code of service ○ Good communication skills ○ Good personal image ○ Good attitude when handling people and matters ○ Understand clients' psychology <p>2. Provide quality client service</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide quality client service in day-to-day work according to the institution's policies on client management, such as: <ul style="list-style-type: none"> ○ Communicate with clients with good communication skills ○ Always interact with clients in a courteous, helpful manner ○ Listen to opinions of or enquiries from clients patiently ○ Protect clients' privacy and their benefits • Be neatly and tidy to promote professional image • Always put clients in the first place; listen to their needs and provide proper and prompt responses • Contact clients proactively, collect their opinions towards the service and relay their views to supervisors • Act patiently and control emotions when dealing with uncooperative clients or those holding different opinions, and report to supervisor when necessary <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Respect clients' privacy and handle their personal information with care • Build rapport and maintain friendly relationship with clients with quality service, sincerity and good interpersonal skills

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Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to provide quality client service in day-to-day work according to client management policies of the institution; and• Ability to always put clients in the first place, respond to their needs as well as collecting their opinions regarding the services and relay their opinions to supervisor.
Remark	

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Functional Area - Management

Title	Handle Complaints from Service Users
Code	106188L4
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of management tasks. The application of competency involves sophisticated thinking and the ability to make judgment. Employees are required to respond to and follow up with the complaint made by service users appropriately, according to relevant guidelines of the institution, so as to avoid the negative impacts on the institution.
Level	4
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on handling complaints from service users</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the services provided by the institution, including <ul style="list-style-type: none"> ○ Mission, objectives, core values and aims ○ Service nature ○ details of services and workflow of providing services • Understand the job nature and responsibilities of various job positions • Understand the policies on client service management • Understand the institution's guidelines on handling complaints from service users • Understand the skills to keep good relationships with service users, such as, <ul style="list-style-type: none"> ○ Good communication skills ○ Understand the mind-set of staff ○ Empathy ○ Patience ○ Avoid complaints being blown out of proportion and causing irreversible damage • Understand the objectives of the institution's guidelines on handling complaints, including <ul style="list-style-type: none"> ○ Avoid negative impact on the institution ○ Evaluate the service quality and improve management measures ○ Provide quality services ○ Observe the rights of service users <p>2. Handle complaints from service users</p> <p>Be able to</p> <ul style="list-style-type: none"> • After receiving complaints, acknowledge receipt to the complainants within the specified period • In the preliminary stage of handling complaints, comfort the emotions of service users, explain the prescribed procedures of handling complaints, so as to prevent the relationship between the institution and the service users from turning worse • Use appropriate skills to communicate with the complainants, make sure the incidents in question are understood • Analyse the details and causes of the incidents, such as, time and location of the incidents, and the staff/policy/service/product involved • Handle complaints appropriately and objectively, according to the institution's guidelines regarding handling complaints from service users, for example, <ul style="list-style-type: none"> ○ Appoint appropriate staff to follow up with the case ○ Explain the follow-up progress to the complainants

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	<ul style="list-style-type: none"> ○ Give appropriate responses to complainants within the timeframe according to the institution's procedures and guidelines, such as written responses and apologies ○ Report to supervisor or refer the cases to superiors for follow-up actions when necessary. • Follow up with the responses from complainants regarding the reply from the institution, ensure they are satisfied with the reply • If the complainants are not satisfied, refer the cases to the management / executive committee for further handling, according to proper procedures • Document appropriately the content of complaints and handling process, and file the information properly for follow-up actions and reference in future <p>3. Exhibit professionalism</p> <p>be able to</p> <ul style="list-style-type: none"> • Uphold fairness and objectivity when handling complaints from service users • Respect personal privacy, ensure all data of the service users are kept confidential • Display a positive and pro-active attitude, consider the complaint an opportunity to evaluate the services of the institution and improve management measures • Be modest and polite when listening to the complaints from service users, control personal emotions appropriately
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to utilize good skills to communicate with service users, understand and analyse the incidents of the complaints; and • Ability to follow the institution's guidelines regarding handling complaints from service users, handle complaints appropriately and objectively.
Remark	

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Functional Area - Management

Title	Manage service Quality
Code	106189L5
Range	The unit of competency is applicable to employees in the elderly care service industry who are responsible for managing the services of the institution. This competency involves the ability of critical analysis, reorganization, assessment, and integration of information from various sources. Employees are required to monitor the service quality, according the quality management policy of the institution; ensure that the relevant standard procedures are closely followed in each service, and services delivered reach the prescribed standards, so that quality services are delivered.
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on managing service quality</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the concept and principles of service quality management, for example, <ul style="list-style-type: none"> ○ Total Quality Management ○ Continuous Quality Improvement ○ Six Sigma ○ Quality Assurance • Understand the principles and importance of outstanding management, for example, <ul style="list-style-type: none"> ○ Client-oriented ○ Continuous improvement ○ Participation of all staff • Understand the services of the institution, including mission, objectives, core values and aims • Understand details of various services and workflow within the institution • Understand the service users being served, including elderlies, their carers and families and staff • Understand the needs of service users • Understand the operational strategy of the institution • Understand the quality management policy of the institution • Understand the various service quality standards prescribed by the institution • Understand the concept and skills to achieve outstanding customer services <p>2. Manage service quality</p> <p>Be able to</p> <ul style="list-style-type: none"> • Manage the daily operation of the institution according to the quality management policy; ensure that every service is delivered according to standard procedures and guidelines, for example, <ul style="list-style-type: none"> ○ in day-to-day operations, ensure proper procedures are followed when applying for services for the elderlies ○ when providing nursing care, ensure proper infection control measures are taken, so as to prevent the outbreak of infectious diseases ○ in terms of human resource management, ensure staff training and staff performance assessment are conducted regularly, so that staff performance reaches the required standards ○ in terms of data management, ensure the proper management of elderlies' medical records, protecting their personal privacy

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	<ul style="list-style-type: none"> ○ in terms of environment safety, ensure facilities used by elderlies are regularly checked examined for their safety • Monitor services provided by the institution, ensuring that the service quality fulfils the standards of the institution, for example, <ul style="list-style-type: none"> ○ Collect and consolidate relevant data regularly, such as, service output, number of hospital admissions, fall accidents ○ Conduct staff assessment and training regularly, ensuring that the staff work efficiently and their performance reaches the required standard ○ Request each service unit to submit service performance records, ensuring smooth operation of each unit and the required standards are met ○ Perform internal assessments, assessing the service quality of each unit • Ensure outstanding service is provided to service users, for example, <ul style="list-style-type: none"> ○ Understand the level of satisfaction among service users regarding the service delivered by the institution, ensuring that the service meets their needs ○ Listen the opinions from service users, and consider adopting their suggestions, so as to enhance the service quality • Motivate staff to get involved, ensuring staff are able to provide outstanding services, including <ul style="list-style-type: none"> ○ Recruit staff who can provide service up to the quality standards of the institution ○ Ensure the staff understand and adhere to relevant standards and guidelines when conducting staff training and orientation for new employees ○ Keep a copy of the relevant service procedures and guidelines in each unit, allowing staff to review from time to time. • Document and file all information relevant to service quality of the institution according to the standard procedures for future evaluations and service quality improvements <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • ensure the operation of various services of institution is in line with the quality management policy of the institution, so that all services can reach the required standards • Implement the quality management policy fairly without biases.
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to manage the daily operation of the organization according to the quality management policy of the institution; ensure each service is delivered according to the required procedures and guidelines; • Ability to monitor each service of the institution, ensure the service quality reaches the standards prescribed by the institution; • Ability to ensure the institution provides outstanding services to service users; motivate staff to get involved to assure service quality; and • Ability to document and file the information relevant to the service quality of the institution properly for future evaluations and service quality improvements.
Remark	

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Unit of Competency

Functional Area - Management

Title	Evaluate and Improve Service Quality
Code	106190L5
Range	The unit of competency is applicable to employees in the elderly care service industry who are responsible for managing the institution's services. This competency involves the ability of critical analysis, reinstitution, assessment, and integration of information from various sources. Employees are required to collect relevant information regarding the service quality according to the standards set by the institution; evaluate the service quality and status of service provision; identify any room for improvement, and formulate improvement measures that addresses the weaknesses, so that the institution can achieve continuous improvement of the service quality.
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on evaluating and improving service quality</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the concept and principles of service quality management, for example, <ul style="list-style-type: none"> ○ Total Quality Management ○ Continuous Quality Improvement ○ Six Sigma ○ Quality Assurance etc. • Understand the principles and importance of quality management, for example, <ul style="list-style-type: none"> ○ Customer-oriented ○ Continuous improvement ○ participation of all staff • Understand the services of institution, including mission, objectives, core values and aims • Understand details of various services and workflow of the institution • Understand who the service users are, including elderlies, their carers and families, and staff • Understand the needs of service users • Understand the operational strategy of institution • Understand the quality management policy of the institution • Understand the various service quality standards set by institution • Understand the importance of evaluating and improving service quality to the development of the institution • Understand the factors affecting the service quality of the institution <p>2. Evaluate and improve service quality</p> <p>Be able to</p> <ul style="list-style-type: none"> • Collect information relevant to service quality through various channels, for example <ul style="list-style-type: none"> ○ Data submitted by each service unit and service performance records ○ Staff training and assessment records, and level of satisfaction and opinions of the service users towards the services ○ Internal and external assessment results (results of external and internal audits) • Analyse the data collected regarding service quality; according to the various service quality standards set by the institution, evaluate whether the service quality has reached the standards

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	<ul style="list-style-type: none"> Recruit focused group, conduct research on the level of satisfaction among service users; or arrange meetings with service users in order to understand their needs, and their opinions towards the service Consult with various units and staff in various job positions to understand the problems they encounter when performing their tasks; collect their suggestions for improvements Consolidate the comments and critiques related to service quality from different angles, identify any room for improvement, investigate the factors affecting the service quality, and set an order of priority to take actions for improvement According to the weaknesses in the service and their position in the order of priority, formulate concrete and feasible improvement measures and report to the management Document properly and systematically the information relevant to the evaluation and improvement of service quality <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Adhere to fair and objective standards when analysing relevant information about service quality Understand the importance of continuous improvement of service quality to the development of the institution
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to collect relevant information according to the service standards set by the institution; analyse, compare, and evaluate whether the service quality has reached the standards; Ability to evaluate the service quality and status of service provision; identify any room for improvement; set an order of priority for improvement actions, and formulate measures that addresses those weaknesses; and Ability to report to the management the weaknesses in service quality and respective measures to improve them; document properly and systematically the information relevant to the evaluation and improvement of service quality.
Remark	

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Functional Area - Management

Title	Formulate Policy on Service Quality Standards (SQSs)
Code	106191L5
Range	The unit of competency is applicable to employees in the elderly care service industry who are in charge of service management within the institution. This competency involves the ability of critical analysis, reorganization, assessment, and integration of information from various sources. Employees are required to formulate relevant standards and policies according to the service quality standards (SQSs) set by the Social Welfare Department, so as to ensure the operation of institution fulfils the requirements of the Social Welfare Department.
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Establish Relevant knowledge on Service Quality Standards (SQSs)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the concept of Quality Assurance • Understand the services of the institution, including mission, objectives, core values and aims • Understand details of various services and workflow of the institution • Understand who the service users are, including elderlies, their carers and families, and staff • Understand the service quality standards (SQSs) of the Social Welfare Department, including <ul style="list-style-type: none"> ○ Background and objectives ○ Standard items ○ Operational handbook ○ Details of each standard ○ Templates and forms • Understand the assessment methods and procedures on service quality standards by the Social Welfare Department <p>2. Formulate the policy on Service Quality Standards (SQSs)</p> <p>Be able to</p> <ul style="list-style-type: none"> • formulate the standards and guidelines catering to the operation of the institution according to the SQSs of the Social Welfare Department by means of a consultation mechanism, for example, <ul style="list-style-type: none"> ○ Formulate the operational procedures and guidelines for each standard ○ Create template of forms, such as, activity record, service application form, and feedback collection form ○ Make a list of information that must be recorded, for example, Service user assessment records, activity report forms, and staff records. ○ Make a list of information that must be collected, for example, number of participants in activities, number of new members, and financial data ○ Formulate procedures to announce information and send messages; define the target audience ○ Establish the dates for evaluations and reviews • Formulate the policies / directions regarding implementing service quality standards, for example, <ul style="list-style-type: none"> ○ Formulate staff training and orientation for new employees, ensuring that all staff members understand and adhere to the relevant standards and guidelines

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	<ul style="list-style-type: none"> ○ Create a handbook regarding service quality standards of the institution; keep a copy at each service unit for staff's reference ○ Appoint staff to help implement the SQSs and monitor how well they are adhered to ○ Allow public access to the service quality standards of the institution by means of, say, service leaflets and press releases on the institution's website • Formulate a mechanism to monitor how well the service quality standards are implemented • Evaluate and revise the service quality standards regularly according to the requirements of the Social Welfare Department; keep relevant records appropriately <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Uphold fairness and objectivity when formulating service quality standards • Ensure the service quality standards are frequently updated, making sure they fulfil the requirements of the Social Welfare Department
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to formulate relevant standards and guidelines appropriate to the institution's operation, according to the requirements of the service quality standards by the Social Welfare Department; and • Ability to evaluate the service quality standards of the institution, and formulate procedures to monitor its implementation, ensuring the operation of institution meet the standards of the Social Welfare Department.
Remark	

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Functional Area - Management

Title	Monitor the Implementation of Service Quality Standards (SQSs)
Code	106192L5
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for service management in the institution. This competency involves the ability of critical analysis and assessment. Employees are required to formulate standards and monitor the implementation of service quality standards (SQSs) in the institution; identify issues that need improvement and amend the standards accordingly, so as to ensure the operation of institution fulfils the requirements of the Social Welfare Department.
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on monitoring service quality standards (SQSs)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the services of institution, including mission, objectives, core values and aims • Understand details of services provided and workflow of the institution • Understand who the service users are, including elderlies, their carers and families, and staff • Understand the service quality standards of the institution, including <ul style="list-style-type: none"> ○ service items ○ Operation handbook ○ Details of each standards ○ Templates and forms • Understand the assessment methods and procedures on SQSs as stipulated by the Social Welfare Department, including <ul style="list-style-type: none"> ○ Assessment benchmarks ○ Assessment procedures ○ Timetable for assessment ○ Documents to be reviewed <p>2. Monitor the operation of service quality standards (SQSs)</p> <p>Be able to</p> <ul style="list-style-type: none"> • Formulate the corresponding performance indicators according to the assessment methods and procedures of the Social Welfare Department on SQSs, for example, <ul style="list-style-type: none"> ○ Service performance standards ○ Complete information, data and reports ○ Proper procedures and guidelines ○ Complete and proper documentation • Formulate the relevant monitoring procedures, according to the performance indicators formulated for the institution's SQSs, for example, <ul style="list-style-type: none"> ○ Prepare the documents to be reviewed ○ Interviews or meetings with relevant staff ○ Arrange interviews with service users ○ Request each service unit to submit reports and data regularly • Collect and review regularly the reports and data submitted by each unit, and identify any abnormalities

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	<ul style="list-style-type: none"> Establish a schedule for random assessments of each service unit to monitor the statuses of actual implementation, and to ensure all units comply with the relevant standards in day-to-day operations. When SQSs of institution need improvement, take necessary action as soon as possible Ensure that the service quality standards of institution is revised and updated regularly Perform self-assessment prior to the upcoming assessment as scheduled by the Social Welfare Department. <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> Uphold fairness and objectivity when formulate relevant performance indicators and standards Ensure that the performance indicators are in line with the assessment methods and procedures of the Social Welfare Department
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> Ability to formulate the corresponding performance indicators and monitoring procedures for the institution according to the requirements of the Social Welfare Department on SQSs; and Ability to examine the actual implementation of service quality standards in each unit, identify any room for improvement.
Remark	

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Functional Area - Management

Title	Formulate Guidelines to Handle Complaints from Service Users
Code	106193L5
Range	This unit of competency is applicable to employees in the elderly care service industry who perform management tasks. This competency involves the ability of critical analysis and assessment. Employees are required to formulate guidelines to handle complaints from service users, according to the service objectives and core values of the institution, effectively respond to the complaints from elderlies and their families, and follow up with the complaints, so as to minimize the negative impacts on the institution.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on formulating guidelines to handle complaints from service users</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the service and system of the institution, including <ul style="list-style-type: none"> ○ Mission, objectives, core values and aims ○ Service nature ○ Details of various services and workflow • Understand the job nature and duties of various job positions • Understand the theories of client service management • Understand the requirements laid down by regulatory authorities regarding how the institution handles complaints • Understand the objectives of formulating of guidelines to handle complaints, including <ul style="list-style-type: none"> ○ Prevent negative impacts on the institution ○ Evaluate the service quality and improve management ○ Provide outstanding services ○ Respect service users' rights to make complaints ○ Avoid recurrence of similar incidents <p>2. Formulate guidelines to handle complaints from service users</p> <p>Be able to</p> <ul style="list-style-type: none"> • Formulate guidelines to handle complaints from service users, according to the services provided by the institution and relevant requirements laid down by regulatory authorities, for example, <ul style="list-style-type: none"> ○ Stipulate the deadline of responding to a complaint ○ stipulate how staff should report to supervisor and follow up with complaints ○ stipulate how to respond to a complaint ○ Appoint staff to be responsible for handling complaints ○ If service users are unsatisfied with the responses, stipulate the procedures of referring the cases to the management / executive committee. • Formulate channels for service users to lodge complaints according to the service workflow of the institution, for example, <ul style="list-style-type: none"> ○ Fill in feedback forms ○ Written complaints ○ Interviews with staff ○ Set up a complaint hotline • Design a table to document the subjects of complaints and respective handling processes; ensure the information is filed properly for future follow-up actions and references

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	<p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">• Put the interests of service users in the first place, and respect personal privacy• Uphold fairness and objectivity when formulating the guidelines to handle complaints from service users
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to formulate guidelines to handle complaints from service users, according to the services provided by the institution; and• Ability to establish channels for service users to lodge complaints, and design template forms to document and preserve relevant information.
Remark	

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Functional Area - Management

Title	Formulate Policies on Client Service Management
Code	106194L5
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for managing the services of the institution. This competency involves the ability of critical analysis, reorganization, assessment, and integration of information from various sources. Employees are required to formulate policies on client service management according to the services of institution; and enhance the image of institution, so as to promote the institution's service development and make it more competitive.
Level	5
Credit	6 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on client management policies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the service of institution, including <ul style="list-style-type: none"> ○ Mission, objectives, core values and aims ○ Service nature ○ Details of various services and workflow • Understand the institution's scope of review for client services, including services to elderlies, their carers and relatives, and staff • Understand the needs of the institution's clients • Understand the operational strategies of the institution • Understand the management theories of client service, for example, <ul style="list-style-type: none"> ○ Comprehensive, all-round client services ○ Concept of service market ○ Types and classifications of target clients ○ Good communication skills ○ Service demand and supply strategies ○ Measurements of service quality. • Understand the service levels of other institutions in the industry and the international standards • Understand the changes and trends in the market of the elderly care service industry <p>2. Formulate client management policies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Formulate effective client management policies based on the services of the institution leveraging professional knowledge on client service management; ensure that the policies are feasible and in line with the service workflow and client needs • Compare with the service levels and standards of other institutions within the industry; adopt elements that are applicable and beneficial to the client management policies of the institution • Build channels to collect feedbacks from service users, for example, <ul style="list-style-type: none"> ○ Questionnaires ○ focused groups ○ Interviews with clients etc. • Offer staff training regarding client management; ensure all staff understand and implement the relevant policies • Establish promotional means and channels to reach clients according to the changes and trends in the market of the elderly care service industry

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	<ul style="list-style-type: none">Establish performance indicators for client service, in order to monitor and evaluate the effectiveness of client management policies <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none">Always put clients' interest in the first place; respect personal privacyUphold fairness and objectivity when formulating client management policies
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">Ability to integrate relevant information on client management and formulate client management policies that are effective and suitable for the services of the institution; andAbility to ensure that the policies formulated are suitable to the service workflow and the needs of the institution's clients.
Remark	

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Functional Area - Management

Title	Master External Communication Skills
Code	106195L5
Range	This unit of competency is applicable to employees in the elderly care service industry in charge of management tasks. This competency involves creativity and the ability to make judgment. Employees are required to acquire external communication skills to represent the institution; maintain effective and close communications with external parties, in order to build good relationships conducive to the service development of the institution .
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on acquiring external communication skills</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the importance of external communication to building relationships • Understand the strategies of external communication • Understand various communication media, including <ul style="list-style-type: none"> ○ Verbal communications, for example, interviews, meetings, telephone conversations. ○ Non-verbal communications, for example, body movements, facial expressions, eye contact ○ Written communications, for example, letters and documents, reports • Understand the skills of good communications, for example, <ul style="list-style-type: none"> ○ Listen with patience ○ Empathy ○ Volume and tone ○ Manner ○ Words with positive connotations ○ Show sincerity ○ Respect others • Understand the means of external communication, for example, <ul style="list-style-type: none"> ○ Official occasions, for example, meetings, seminars, invitation letters, academic exchanges, interviews with media ○ Unofficial channels, for example, tea gatherings, meal gatherings, causal chit-chat <p>2. Acquire external communication skills</p> <p>Be able to</p> <ul style="list-style-type: none"> • Maintain day-to-day contact with external parties with good communication skills on behalf of the institution • Use appropriate formats and wordings to write external letters for the institution • Use effective and appropriate language and wordings when speaking in public or when interviewed by media • Select the appropriate external communication tactics, according to the background of the external institutions and the reasons for cooperation / communication, for example, <ul style="list-style-type: none"> ○ Hold regular meetings with external institutions ○ Arrange tea gatherings and luncheons for preliminary understanding and discussions ○ Send out invitation letters

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	<ul style="list-style-type: none"> • Select the appropriate staff to be responsible and to take care of external communications on behalf of the institution, for example, <ul style="list-style-type: none"> ○ Appoint a staff member as the main contact person ○ Organize working teams to facilitate interactions • Keep in touch with other parties, and follow up with relevant discussions regarding cooperation issues <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Maintain effective and close communications with external parties on behalf of the institution, in order to establish mutual trust and win-win relationships • Capture the message to be conveyed concisely, express clearly • Be sensitive towards the word choices, tone and manner when conducting communication, so as to avoid unnecessary misunderstanding and criticisms from external parties
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to maintain day-to-day contact with external parties on behalf of the institution using good communication skills; and • Ability to adopt an appropriate external communication strategy according to the background of each individual external institution and the reasons for cooperation / communication.
Remark	

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Functional Area - Management

Title	Formulate Policies on Quality Management
Code	106196L6
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for service management. This competency involves the ability of critical analysis, reorganization, assessment and integration of information from various sources. Employees are required to integrate and analyse information relevant to quality management with respect to various services provided by the institution; formulate quality management policies and standards; ensure the institution provides outstanding services, the quality of which shows continuous improvement.
Level	6
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on formulating policies on quality management</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the concepts and principles of service quality management, for example, <ul style="list-style-type: none"> ○ Total Quality Management ○ Continuous Quality Improvement ○ Six Sigma ○ Quality Assurance • Understand the principles and importance of outstanding management, for example, <ul style="list-style-type: none"> ○ Customer-oriented ○ Continuous improvement ○ Participation of all staff • Understand the services of the institution, including mission, objectives, core values and aims • Understand the details of various services and workflow of the institution • Understand who the service users of the institution are, including elderlies, their carers and families, and staff • Understand the needs of the service users • Understand the operational strategies of institution • Understand the methods and skills to formulate service quality standards (SQSs) • Understand the factors affecting the service quality of the institution • Understand the concepts of quality client service • Understand the standards required by regulatory authorities regarding service quality and other relevant international standards • Understand the quality of services provided by other institutions in the industry • Understand the current development trends of the elderly care service industry <p>2. Formulate quality management policies</p> <p>Be able to</p> <ul style="list-style-type: none"> • Formulate quality standards that are feasible and applicable to the services provided by the institution, while incorporating SQSs required by the Social Welfare Department and making references to other international standards, so as to ensure consistency and excellence in service quality • Analyse the operational strategies of the institution, development trends of the industry and objectives of the institution; formulate relevant service standard procedures and guidelines addressing specifically the services provided by the institution, covering:

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	<ul style="list-style-type: none"> ○ Day-to-day operations, for example, service application procedures, daily cleaning tasks. ○ Nursing services, for example, infection control measures, formulation of elderly nursing plan ○ Human resources, for example, staff training, staff performance assessments, recruitments ○ Data management, for example, management of elderlies' medical records, procedures for handling personal data ○ Environmental safety, for example, fire drills, occupational safety, facility inspections ○ Financial management, for example, operational budgets, financial reports • Formulate client management policies according to target service users of the institution and their needs, ensuring the institution provides outstanding client services • Formulate policies to continuously monitor the service quality of the institution; analyse and evaluate the service performance and quality; ensure continuous improvement of services, for example, <ul style="list-style-type: none"> ○ Stipulate the types of data to be collected, for example, numbers of hospital admissions, fall accidents ○ Staff performance indicators ○ Require each service unit to submit service performance records ○ Arrange internal assessments/audits • Formulate the procedures for filing and record keeping in regards to the service quality of the institution for future evaluations and improvements • Communicate with fellow institutions within the industry to acquire information on their service quality; compare own service quality with that of other institutions, so as to elevate service quality standards • Evaluate and revise the quality management policies regularly, ensure that the policies cater to the current service workflow and needs of service users, and keep on improving services continuously <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Formulate service quality standards fairly and objectively • Ensure that the quality management policies of the institution keep abreast of the changes in the society • Be sensitive towards the changing needs of service users and the trends in social services; respond quickly by formulating policies accordingly
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to formulate relevant service standard procedures and guidelines that address the specific services provided by the institution, by integrating and analysing information relevant to quality management; • Ability to make reference to other relevant service quality standards; formulate quality standards relevant to the services provided by the institution; ensure consistency in the service provided and standards adhered to; and • Ability to formulate procedures to continuously monitor the service quality of the institution; file the procedural records and relevant information properly so as to enable continuous improvement of the institution's services.
Remark	

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Functional Area - Management

Title	Refer elderlies to Appropriate Services
Code	106197L4
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for case management. This competency involves the ability of analysis, organization and making judgment. Employees are required to formulate case management plan according the needs of elderlies and their carers; refer their cases to relevant service providers; monitor and coordinate with other service providers, so as to enhance the quality of life of elderlies and their carers.
Level	4
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on referring elderlies to appropriate services</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Understand the definition, core values, principle, objectives and strategy of case management • Understand the scope of work of various professional workers within the industry • Understand various elderly services and elderly care resources • Understand the workflow and protocols of the institution regarding case referral • Understand good communication skills • Understand the referral system, target service users and waiting time of various elderly-related services <p>2. Refer elderlies to appropriate service providers</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Refer elderlies to other service providers or apply for services on elderlies' behalf, according to the case management plan and the timetable formulated, while taking into consideration their care needs, such as: <ul style="list-style-type: none"> ○ Counselling ○ Joining activity groups ○ Activities in elderly centres ○ Regular body checks ○ Personal care services ○ Meal delivery service ○ Long-term care service by applying to office for Standardized Care Need Assessment • Implement relevant procedures and follow up with the progress according to the referral system and requirements of various service providers • Continuously provide support to elderlies and their carers while they wait for the services; encourage elderlies and their carers to use alternative services, in order to cater to elderlies' care needs • Take initiative to ask elderlies about the referred service; monitor the service quality and coordinate with the service provider if necessary, so as to ensure the referred service meets elderlies' care needs • Document the service referral procedures and respective details properly <p>3. Exhibit professionalism</p> <p style="padding-left: 40px;">Be able to</p>

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	<ul style="list-style-type: none">• Comply strictly with the Personal Data (Privacy) Ordinance when handling personal data• Perform service referral for elderlies using professional knowledge• Build mutual trust with elderlies and their carers, so as to facilitate close cooperative relationships
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to refer elderlies to appropriate services or apply for services on their behalf, according to the personalized case management plan formulated; and• Ability to monitor whether the service referred satisfies elderlies' care needs and coordinate or follow up with the service providers if necessary.
Remark	

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Functional Area - Management

Title	Implement Case Management
Code	106198L4
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for case management. This competency involves the ability of analysis and making judgment. Employees are required to cooperate closely with other professional workers within the institution by means of service coordination, admonition and advocacy, ensuring elderlies receive comprehensive care, so as to boost the quality of life of elderlies and their carers .
Level	4
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on implementation of case management</p> <ul style="list-style-type: none"> • Understand the definition, core values, principle, objectives and strategy of case management • Understand the scope of work of professional workers within the institution • Understand various elderly services and elderly care resources • Understand the workflow of case management in the institution • Understand good communication skills, and skills to organize and coordinate among different parties • Understand the skills to coordinate, monitor and advocate services <p>2. Implement case management</p> <p>Be able to</p> <ul style="list-style-type: none"> • Arrange relevant services for elderlies according to the case management plan formulated; coordinate tasks of various workers • Explain the operational measures and procedures to staff who provide nursing care to elderlies • Formulate interventional plan from the perspectives of elderlies and their non-occupational carers (including family members, neighbours and domestic helpers), such as: <ul style="list-style-type: none"> ○ Knowledge and skills to train and offer guidance to carers regarding provision of nursing care to elderlies ○ Knowledge and skills to educate elderlies in terms of self-care ○ Arrange elderlies to receive exercise training ○ Build support network, arrange elderlies to take part in group activities • Assist elderlies to apply for or referring elderlies to appropriate service providers, in order to meet their care needs • Communicate with professional workers within the institution; understand the progress of cases and changes observed; report to supervisor about the relevant information • Monitor the provision of service regularly, follow up with cases and fine-tune the service provided as needed • Document details of implementation of case management accordingly <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Monitor and coordinate services using professional knowledge • Build mutual trust and close cooperative relationship with elderlies and their carers

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Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to arrange appropriate elderly service according to the details of the case management plan formulated; and• Ability to ensure elderlies receive comprehensive care by means of service coordination, admonition and advocacy, so as to enhance the quality of life of elderlies and their carers.
Remark	

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Functional Area - Management

Title	Evaluate the Effectiveness of Case Management
Code	106199L4
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for case management. This competency involves the ability of analysis and assessment. Employees are required to evaluate the effectiveness of case management plans with various methods according to individual objectives and content of such plans; identify any room for improvement in the plan, and use it as the ground upon which the plan can be amended, or concluded.
Level	4
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on evaluation of effectiveness of case management</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition, core value, principle, objectives and strategy of case management • Understand the scope of work of other professional workers within the institution • Understand various elderly services and elderly care resources • Understand the workflow of case management in the institution • Understand good communication skills • Understand various ways to evaluate effectiveness of case management, for example, <ul style="list-style-type: none"> ○ How satisfied elderlies and their families are towards the service ○ Service effectiveness markers, for example, number of fall incidents among elderlies after improvement of their home environment ○ Evaluation and assessment report by various professional teams, for example, mini mental state examinations and interview records • Understand the guidelines and procedures to evaluate of effectiveness in the institution <p>2. Evaluate effectiveness of case management</p> <p>Be able to</p> <ul style="list-style-type: none"> • Set performance indicators according to the objectives of case management plans, including qualitative and quantitative indicators, so as to measure elderlies' improvement after receiving services • Collect data and information of performance indicators via various channels, for example, <ul style="list-style-type: none"> ○ Interviews with elderlies and the carers ○ Statistics, for example, number of hospital admissions or fall incidents ○ Case meeting ○ Evaluation and assessment results by various professional teams • Analyse the effectiveness of the plan according to the data and information collected with respect to the performance indicators; provide follow-up action or amend / fine-tune the plan. • Understand and analyse the reasons behind if the service does not achieve the expected effect, and make improvements • Ensure there is no further need to follow up the case and close the case if the service has achieved the expected effect <p>3. Exhibit professionalism</p>

Specification of Competency Standards
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Unit of Competency

Functional Area - Management

	<p>Be able to</p> <ul style="list-style-type: none">• Formulate standards/criteria to measure the effectiveness of case management plan using professional knowledge and stay objective in the process
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none">• Ability to set performance indicators according to the guidelines and procedures of the institution relevant to effectiveness evaluation, the objectives and details of individual case management plan, in order to evaluate service effectiveness; and• Ability to identify any room for improvement according to the evaluation result, adjust the plan or close the case.
Remark	

Specification of Competency Standards
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Unit of Competency

Functional Area - Management

Title	Implement Comprehensive Case Management Plans
Code	106200L5
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for case management. This competency involves the ability of analysis and coordination. Employees are required to perform comprehensive and multidisciplinary assessment for elderlies and their carers; analyse their care needs; design personalized case management plans together with them, in order to provide comprehensive care to elderlies and enhance the quality of life of both elderlies and their carers.
Level	5
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on designing overall case management plan</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the definition, core value, principle, aim and strategy of case management • Understand the scope of work of other professional workers within the institution • Understand various elderly services and elderly care resources • Understand the workflow of case management in the institution • Have basic knowledge to understand assessment reports written by other professional workers • Understand the scope of a comprehensive assessment, including <ul style="list-style-type: none"> ○ Physical condition ○ Independence of activities of daily living (IADLs) and activities of daily living (ADLs) function ○ Cognitive function ○ Communication and hearing ○ Vision ○ Emotional state ○ status of social life ○ Continence / urination and bowel movements ○ Diagnosis of diseases ○ Health condition and illness prevention ○ Nutrition and water intake ○ Skin and wounds ○ Oral cavity/ teeth ○ Compliance to doctor's instruction to take medications ○ Financial status ○ Living environment ○ Informal support ○ Medical and social services elderlies are receiving ○ Resources available to carers and their abilities to take care of elderlies and their support network • Understand the method and principles in designing case care plans, including SMART principle: <ul style="list-style-type: none"> ○ Specific ○ Measurable ○ Attainable ○ Realistic ○ Time frame

Specification of Competency Standards
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Unit of Competency

Functional Area - Management

	<ul style="list-style-type: none"> • Acquire good communication, writing, organization and coordination skills • Acquire methods of drafting and documenting case management plan <p>2. Design comprehensive case management plan</p> <p>be able to</p> <ul style="list-style-type: none"> • Provide comprehensive assessment by means of multidisciplinary collaboration with, say, social workers, nurses, occupational therapists, physiotherapists and registered health workers • Consolidate elderlies' assessment reports and observations by various professional workers; analyse elderlies' care needs, set a preliminary order of priority with respect to addressing individual problems • Understand the carers' situation regarding taking care of elderlies, analyse their level of ability, resources, limitations and any room for potential development • Inform elderlies and the carers of any long-term elderly care services or community services that they are eligible to apply for • Design care objectives and care plans together with elderlies and their carers, in order to meet elderlies' care needs; the plan may include: <ul style="list-style-type: none"> ○ Formulating concrete objectives ○ laying down solid content of case management plan ○ Setting a timeline to achieve the goals ○ Formulating methods to measure service effectiveness and time required for effects to set in ○ Responsibilities of all three parties: elderlies, their carers and the case manager ○ Date to review the plan • Draft and document case management plan, evaluate the plan as the date as planned • Adjust the case management plan appropriately when anything changes in elderlies' cases <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Comply with the Personal Data (Privacy) Ordinance when handling personal data • Design personalized and comprehensive plans for elderlies using professional knowledge; respect the rights of choice of elderlies and their carers
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to analyse elderlies' care needs according to the multidisciplinary and comprehensive assessment results and observations, design a concrete and feasible case management plan together with elderlies and their carers; and • Ability to evaluate the effectiveness of the case management plan regularly, assess the elderlies' conditions, adjust the service objectives and plan as needed.
Remark	

Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Functional Area - Management

Title	Analysis on the Needs of the Elderlies and their Caregivers
Code	106201L5
Range	This unit of competency is applicable to employees in the elderly care service industry who are responsible for case management. This competency requires the ability of critical analysis and integration of relevant information. Employees are required to perform professional analysis, according to elderlies' comprehensive assessment results and their carers' needs in terms of knowledge and skills, in order to identify the needs of elderlies and their carers.
Level	5
Credit	2 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on analysing needs of elderlies and their carers</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the scope of work of professional workers relevant to the industry, for example, social workers, nurses, occupational therapists, physiotherapists, and nutritionists. • Understand the multidisciplinary assessment tools and their range of applications, for example, <ul style="list-style-type: none"> ○ Mini Mental State Examination (MMSE) ○ Barthel Index ○ Instrumental Activities of Daily Living (IADLs) form • Understand the skills to analyse the comprehensive assessment result of elderlies, for example, <ul style="list-style-type: none"> ○ Physical condition ○ Emotional condition ○ Activities and self-care ability ○ Cognition ○ Status of social life ○ Financial condition ○ Living environment ○ Services elderlies currently receiving ○ Resources available to carers, their abilities and their supporting network • Understand good communication skills <p>2. Analyse the needs of elderly and caregivers</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the scope of comprehensive elderly assessment and its results; use the data gathered with assessment tools and interviews to identify the problems when providing nursing care to elderlies, elderlies' abilities and potentials, and their preferences and wishes regarding receiving care, in order to analyse their needs, for example, <ul style="list-style-type: none"> ○ Use Geriatric Depression Scale or Suicidal Risk Assessment Form to assess elderlies' emotional state ○ Use Mini Mental State Examination to assess the elderlies' cognition abilities ○ Use the risk assessment form on elderly abuse to assess their risk of abuse • Analyse and integrate the various needs of both elderlies and their carers according to the core of their problems, for example, <ul style="list-style-type: none"> ○ Needs for nursing and disease treatment ○ Needs for dietary control

Specification of Competency Standards
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Unit of Competency

Functional Area - Management

	<ul style="list-style-type: none"> ○ Needs for day-to-day care ○ Social and spiritual needs ○ Residential and financial assistance needs • For assessment items beyond one's area of expertise, refer the cases to other workers with relevant professional qualifications for further assessment and analysis <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Apply broad and comprehensive professional knowledge to make judgment; analyse the needs of elderlies and their carers systematically
Assessment Criteria	<p>The integrated outcome requirement of this Unit of Competency is:</p> <ul style="list-style-type: none"> • Ability to analyse and integrate the needs of elderlies and their carers according to professional assessment results and observation, after understanding elderlies' and carers' situation thoroughly.
Remark	

QF Level 1

Knowledge and Intellectual Skills

- Demonstrate and/or work with basic general and foundation knowledge in a narrow range of areas of a field of work or study
- Use basic intellectual skills in familiar, personal and/or everyday contexts
- Employ recall and demonstrate comprehension of facts with dependency on ideas of others
- Receive and pass on information

Processes

- Perform a limited range of tasks of a routine and repetitive nature in defined and highly structured contexts
- Use, under supervision or prompting, basic tools and materials
- Apply learnt responses to solve problems
- Take some account, with prompting, of identified consequences of actions

Autonomy and Accountability

- Carry out directed activity under close supervision
- Rely entirely on external monitoring of quantity and quality of own output
- Interact with others to complete tasks

Communication, ICT and Numeracy

- Use a limited range of simple skills with assistance in familiar, routine contexts
- Produce and respond to a limited range of simple, written and oral communications and take some part in discussions on straightforward subjects
- Carry out a limited range of simple tasks to process data and access information
- Use a limited range of simple and familiar numerical and graphical data

QF Level 2

Knowledge and Intellectual Skills

- Demonstrate and/or work with basic factual or operational knowledge in a selected number of areas of a field of work or study
- Use a range of intellectual skills in familiar, personal and/or everyday contexts
- Make comparisons with some evaluation and interpret available information

Processes

- Perform a range of tasks in predictable and structured contexts
- Apply basic tools and materials to complete routine processes
- Use rehearsed stages for solving problems
- Take account of the identified consequences of actions

Autonomy and Accountability

- Undertake directed activity with a degree of autonomy
- Accept defined responsibility for quantity and quality of own output subject to external quality checking
- Co-ordinate with others to achieve common goals

Communication, ICT and Numeracy

- Use a range of routine skills with some assistance in familiar, routine contexts
- Identify the main points and ideas from documents and reproduce them in other contexts
- Produce and respond to a specified range of written and oral communications and take an active part in discussions on identified topics
- Carry out a defined range of tasks to process data and access information
- Use a range of familiar numerical and graphical data

QF Level 3

Knowledge and Intellectual Skills

- Demonstrate and/or work with broad operational and theoretical knowledge of a field of work or study
- Use a broad range of intellectual skills in familiar but sometimes unfamiliar contexts
- Access, organise and evaluate information independently and draw reasoned conclusions

Processes

- Perform a broad range of tasks in a variety of familiar and some unfamiliar contexts using a known range of technical skills
- Employ a range of responses to well defined, but sometimes unfamiliar or unpredictable problems
- Make generalisations and predictions in familiar contexts

Autonomy and Accountability

- Carry out self-directed activity with guidance/ evaluation
- Accept responsibility for quantity and quality of own output and comply with prevailing practice
- Accept clearly defined but limited responsibility for the quantity and quality of the output of others
- Adapt own behaviour when working with others

Communication, ICT and Numeracy

- Use a wide range of largely routine and well-practiced skills in familiar and some unfamiliar contexts
- Produce and respond to detailed and complex written and oral communication and make presentations to an audience using suitable structure and style
- Use a wide range of standard ICT applications to obtain, process and combine information
- Use a wide range of numerical and graphical data to support work or study

QF Level 4

Knowledge and Intellectual Skills

- Demonstrate and/or work with a broad knowledge base with some specialised knowledge of a field of work or study
- Use a wide range of largely routine and some specialised intellectual skills related to a subject/discipline/sector
- Present and evaluate information, using it to inform future actions

Processes

- Perform skilled tasks requiring some discretion and creativity in a range of contexts
- Carry out routine lines of enquiry to address professional level issues and problems
- Exercise appropriate judgement in planning, selecting or presenting information, methods or resources

Autonomy and Accountability

- Undertake self-directed and some supervisory activity
- Operate within broad general guidelines and meet specified quality standards
- Take responsibility for the nature and quantity of own output
- Undertake a supervisory role, accepting some responsibility for the quantity and quality of the output of others including compliance with prevailing practice
- Contribute to group performance

Communication, ICT and Numeracy

- Use a wide range of routine and some advanced skills associated with a subject/discipline/sector in both familiar and some new contexts
- Synthesise, organise and present information coherently to convey complex ideas in well-structured form
- Use a wide range of standard ICT applications to support and enhance work
- Use and evaluate numerical and graphical data to measure progress and achieve goals and/or targets

QF Level 5

Knowledge and Intellectual Skills

- Demonstrate and/or work with in-depth specialised technical or theoretical knowledge of a field of work or study
- Use a wide range of specialised intellectual skills in support of established practices in a subject/discipline/ sector
- Critically analyse, evaluate and/or synthesise concepts, information and issues drawn from a wide range of sources to generate ideas

Processes

- Apply knowledge and skills in a range of technical, professional or management activities
- Identify and analyse both routine and abstract technical/ professional problems and issues, and formulate evidence-based responses
- Exercise appropriate judgement in planning, design, technical and/or management functions related to products, services, operations or processes

Autonomy and Accountability

- Accept responsibility and accountability, within broad parameters, for determining and achieving personal and/or group outcomes
- Work under the mentoring of senior qualified practitioners
- Deal with ethical issues, seeking guidance of others where appropriate

Communication, ICT and Numeracy

- Use some advanced and specialised skills in support of established practices in a subject/discipline/ sector
- Participate constructively in group discussions and make formal and informal presentations to a range of audiences on standard/mainstream topics in a subject/ discipline/sector
- Use some advanced features of ICT applications to support and enhance work
- Interpret, use and evaluate numerical and graphical data to set and achieve goals/ targets

QF Level 6

Knowledge and Intellectual Skills

- Demonstrate command of a systematic, coherent body of knowledge, some of which is at the forefront of a field of study or professional practice
- Utilise highly specialised technical, research or scholastic skills across an area of study
- Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector

Processes

- Apply knowledge and skills in a broad range of specialised technical, professional or management activities
- Utilise diagnostic and creative skills to carry out complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing and evaluation
- Design and apply appropriate methodologies to conduct research and/or advanced technical or professional activity
- Critically evaluate new information, concepts and evidence from a range of sources and develop creative responses to routine and abstract professional problems and issues
- Deal with complex issues and make informed judgements in the absence of complete or consistent data/information

Autonomy and Accountability

- Exercise significant autonomy in determining and achieving personal and/or group outcomes
- Accept accountability in decision making relating to the achievement of outcomes
- Demonstrate leadership and make an identifiable contribution to change and development
- Deal with complex ethical and professional issues

Communication, ICT and Numeracy

- Use advanced and specialised skills to support academic and professional work in a subject/ discipline/sector
- Communicate, using appropriate methods, to a range of audiences including peers, senior colleagues and specialists
- Use advanced features of ICT applications to support and enhance work and identify refinements and/or new requirements to increase effectiveness
- Undertake critical evaluations of numerical and graphical data in support of decision-making

QF Level 7

Knowledge and Intellectual Skills

- Demonstrate a critical overview of a substantial body of knowledge and its related theories and concepts at the forefront of a field of study or professional practice, including an evaluative understanding of its broad relationship with other disciplines
- Make a significant and original contribution to a specialised field of inquiry, or to broader interdisciplinary relationships
- Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas and information

Processes

- Apply knowledge and skills in a broad range of complex activities in highly specialised technical, professional or management contexts
- Demonstrate command of research and methodological issues and engage in critical dialogue
- Produce creative and original responses to problems and issues in the context of new circumstances
- Deal with very complex and/or new issues and make informed judgements in the absence of complete or consistent data/information

Autonomy and Accountability

- Assume a high degree of autonomy, with full accountability for own work, and significant responsibility for others
- Demonstrate leadership and originality in responding to new and unforeseen circumstances and accept accountability in related decision making
- Deal with very complex ethical and professional issues

Communication, ICT and Numeracy

- Use advanced and specialised skills to support academic and professional work that is at the forefront of a subject/discipline/ sector
- Strategically use communication skills, at the standard of published academic work and/or critical dialogue, adapting content and purpose to a range of audiences and contexts
- Use advanced features of ICT applications and specify requirements in anticipation of future needs
- Undertake critical evaluations of numerical and graphical data and employ such data extensively in support of the creation of new knowledge and innovative practice

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